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ABSTRACT

A report of migrant education program activities for the 1978-79 school year, this document describes identification of eligible students, recruitment, and project development, operation, and evaluation. Chapter 1 discusses progress made in meeting program goals at the state level. These goals, in order of priority, are program continuity, summer programs for interstate and intrastate migrant children, staff development activities, Migrant Student Record Transfer System, and programs for formerly migratory children. Chapter 2 provides information on numbers of children served, instructional activities, supporting services, coordination with non-school agencies, staff composition, community involvement, interstate planning activities, dissemination of program information, and a statewide testing program. Chapter 3, on program effectiveness, reports academic achievement of migrant students and exemplary features of programs throughout the state. The final chapter provides recommendations for the state and local education agencies: these include conducting local needs assessment studies and providing bilingual-bicultural programs for Spanish-speaking migrant children. Appendices contain tables showing enrollment figures, migrant status, age and grade, pupil-teacher ratios, and academic achievement. (JH)

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NORTH CAROLINA
MIGRANT EDUCATION

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1979 STATE EVALUATION REPORT

Migrant Education Section / Division of Compensatory Education / North Carolina Department of Education

RC 011791

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PREFACE

This is the thirteenth annual migrant education program evaluation report. When the first of these evaluation reports was prepared, the State Director compiled a summary of information submitted by the LEAs. This compilation of information submitted to the U. S. Office of Education indicated that there were migrant education projects operating in 12 LEAs. These 12 projects served a total of 548 migrant children at an expenditure of $120,545.

The years between that first report and this report have been years of growth in the program and service to migrant children. The number of LEAs conducting special programs for migrant children has increased by a factor of three. There are presently 44 LEAs in the state which are conducting migrant projects. More important than the number of projects operating in the state are the number of children being served and the level of service they are receiving. These aspects of the program have increased tremendously, for now we are reporting more than 15,000 children enrolled in the program, and expenditures have reached more than five million dollars.

Along with the growth of the program, changes in program administration and operation have taken place. Some of these changes involved the evaluation of the program. For two years the evaluation of the program was conducted under a contract with the Learning Institute of North Carolina. Following that it was carried out through an agreement between the migrant education section and the Division of Research in the Department of Public Instruction. Eventually the cycle made its complete round and the total responsibility of preparing the annual evaluation report was shifted back to the migrant education section where it was in the beginning.

This is the sixth year since the full responsibility of preparing the annual evaluation report was shifted back to the state migrant office. It is also the sixth year since the responsibility for preparing the local project evaluation reports was shifted to the local project director.

Information in this annual report relates to the 1978-79 school term projects and the 1979 summer projects. The information has been consolidated into one report in order to meet the federal requirements of an annual evaluation report. Every effort has been made to include all essential information while at the same time restricting the size of the report to that which is necessary to fulfill the federal requirements and make a maximum contribution to the improvement of future migrant education programs.

The contributions of Arch Manning and Dan Pratt are acknowledged with appreciation. It was through their careful review of local project activities, knowledge of the impact of the local projects on the education of migrant children, and analysis of the local project evaluation reports that determinations could be made relating to the degree to which the local projects met their objectives. They were also involved in selecting and describing the noteworthy and exemplary components of the projects in which they worked.

Special recognition is given to Y. A. Taylor for the work he did in compiling the information contained in this annual evaluation report. He has done his usual outstanding job of organizing this tremendous volume of information and presenting it in a concise and meaningful manner.

Gratitude is also expressed to Beatrice Criner for her assistance in editing the manuscript and to Gerri Narron and Jewell Jeffreys for their work in typing and binding the publication.

Robert E. Youngblood

November, 1979

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PROGRAM CRITIQUE

The priorities, in rank order, of the state migrant education program are:

1. Program continuity
2. Summer programs for interstate and intrastate migrant children
3. Regular school term programs for interstate and intrastate migrant children
4. Staff development activities
5. Migrant Student Record Transfer System
6. Programs for formerly migratory children

These priorities are met through the implementation of approximately 60 projects which are administered indirectly through local educational agencies. During the entire process related to delivering services to the migrant children, the state migrant office provides assistance and consultation. The major steps in providing educational services to the migrant include identification, recruitment, project development, project operation and project evaluation.

Program continuity ranks highest among the priorities in the North Carolina migrant education program. This priority was met through various strategies which included several efforts to coordinate the program in North Carolina with those in other states. The state was represented at the East Coast Regional Workshop at which 21 east coast states cooperated in the development of strategies to deliver some degree of continuum to the migrant child's instructional program.

Other examples of the interstate cooperation which have a bearing on the continuity of programs for interstate migrants can be cited as a result of the participation of the State Director and migrant staff personnel in national and regional conferences on migrant education.

Projects conducted during the summer for interstate and intrastate migrants have the second priority in the North Carolina migrant education program. During 1979 twenty-nine (29) LEAs offered services to these students. These projects had the following advantages over the regular school term projects: more adequate school facilities; better trained instructors; more available equipment and materials; more flexibility of scheduling; fewer curriculum restrictions; more positive community support, and more coordination with community agencies.

Regular school term projects are the third priority of the state migrant programs. Approximately 10,000 migrant students were served in 44 LEAs during the 1978-79 school year. These students were scattered throughout at least 100 separate schools. The mere logistics of delivering supplemental services to eligible students during the regular term is a determining factor of project design. Instructional services were rendered to students by all regular term projects. Each 1979 project used teachers or paraprofessionals (tutors/aides) for supplementary individual or small group instruction in areas of deficiency.

The majority of the projects emphasized remedial reading. Where well established Title I reading projects also served the migrant students, mathematics was a frequent offering. On the basis of needs assessment, projects provided instruction in social science and natural science in their offerings.

All of the local project evaluation reports indicated the successful attainment of a majority of their objectives (see Tables X and XI). This determination was based upon a large number of instruments which were used to document progress. Monitoring reports, achievement test scores, news releases, minutes of meetings, schedules of staff activities, and other instruments were all used to document the attainment of the project objectives.

Analysis of test results indicates an increase in achievement as compared to reported gains in previous years. It is apparent that much emphasis was placed on recruitment and enrollment of children in migrant education projects during 1978-79. There was an increase in the number of children served during both the regular school term and the summer term. This increase in enrollment was due in part to the initiation of five new projects during the year. The total enrollment figures would have been even higher if several counties with concentrations of migrant children had not declined to provide special services and projects for them.

During the regular school term some of the instruction was provided within the regular classroom. In most instances, however, the migrant teacher or tutor worked with individuals or small groups of students in areas set aside for this purpose. There was quite a range in the quality of facilities available for these activities -- from shared office space to elaborately equipped learning labs. Lack of suitable instructional space was the most common weakness reported in the program. Occasionally the time required for the tutor to travel between schools was reported as a weakness.

Other problems cited as deterrents to successful programs were the lack of trained personnel to work in the project, the lack of parental interest and involvement in the educational program for the children, and the laxity observed in following the procedures and requirements of the Migrant Student Record Transfer System.

Some clerks had a tendency to accumulate a large number of student records before transmitting them to the terminal operators. Some records were transmitted with careless errors and incomplete update information on academic and supportive services received by the children.

Factors most often mentioned as project strengths were favorable teacher-pupil ratios, individualized instruction, and the cooperation of other agencies in providing for the supportive needs of the migrant families.

The staff development activities sponsored by the state migrant office were a significant factor in the success of the local projects. During the regular school term, workshops were sponsored to improve the competencies of the teachers and tutors in the areas of reading and mathematics. The summer staff development efforts concentrated on reading, mathematics and cultural arts.

Other staff development activities sponsored by the state migrant office included sessions for record clerks and project directors in the procedures of the Migrant Student Record Transfer System.

In addition to the state-sponsored workshops, each LEA project included some locally planned in-service education for their staff. The end result of these staff development activities has been the improvement of the local projects and better services to the migrant children who have been enrolled in the program.

The cooperation between the State migrant office and the LEAs is one of the strong points of the program. The service provided through the migrant consultants has resulted in a strong bond between the SEA and the LEAs and an outstanding rapport with local project administrators and school officials. This understanding and cooperation has made it possible to bring about necessary changes in local project designs with a minimum amount of confusion and frustration.

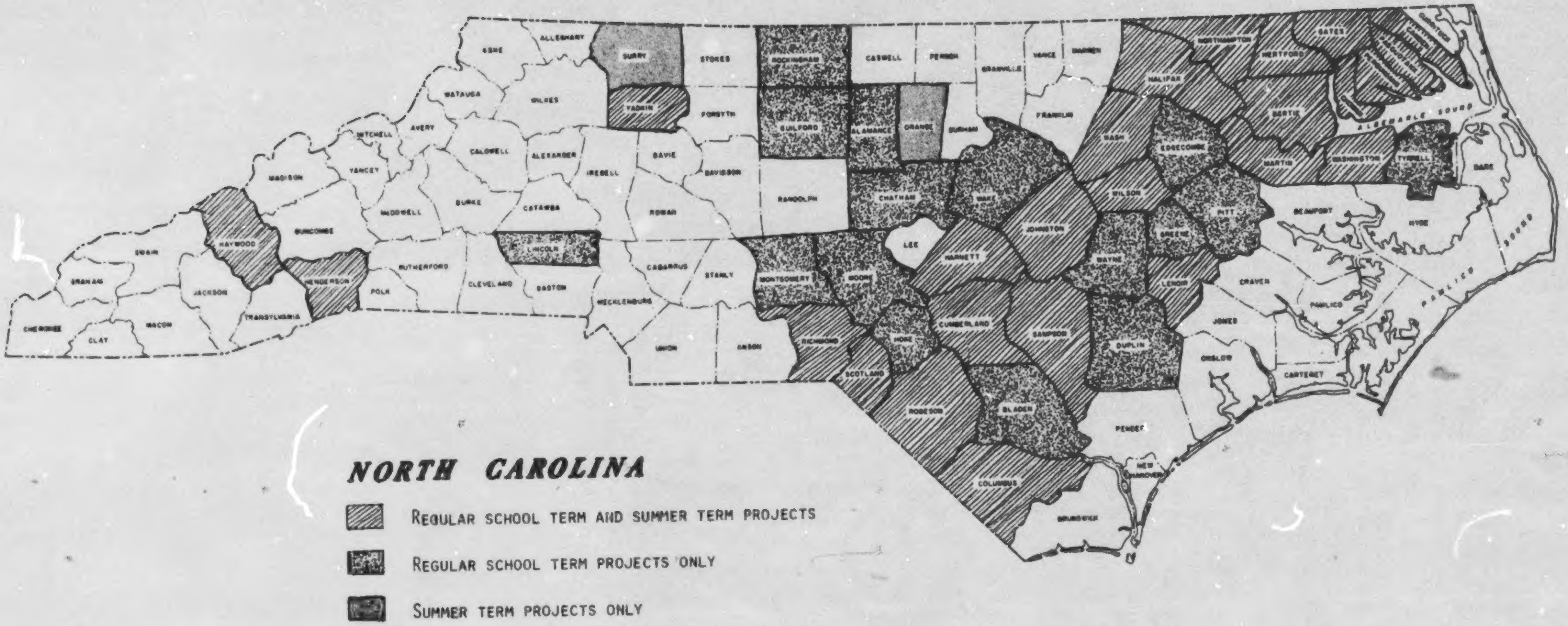
One example of cooperation between the state migrant office and the LEA is through the use of cassette recordings of the highlights of the local evaluation reports. The local staff has an opportunity to respond to the comments made in the evaluation report and file these comments with the state office. This open line of communication and feedback system helps to strengthen the relationships between the SEA and LEA.

Another example of the cooperation between the state migrant office and the LEAs was the support of the State Migrant Parent Advisory Committee. This organization was formed during 1976 and has played an important role in gaining parent support for the program since that time.

One of the most significant accomplishments of the state program was the cooperation with other agencies to provide supporting services to the migrant education program. Through this cooperation the Migrant and Seasonal Farm Workers Association provided a limited number of teachers, tutors and home-school liaison personnel to work in the migrant education programs.

FIGURE I

LOCATION OF MIGRANT EDUCATION PROJECTS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PITT
BEAUFORT
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HAYWOOD
BUNCOMBE
LINCOLN
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GREENE
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PAMLICO
PAMLICO SOUND
GRAHAM
JACKSON
HENDERSON
POLK
CLEVELAND
GASTON
MECKLENBURG
MONTGOMERY
MOORE
LENOIR
CHEROKEE
CLAY
MACON
TRANSYLVANIA
UNION
ANSON
RICHMOND
HOKE
CUMBERLAND
SAMPSON
DUPLIN
JONES
SCOTLAND
ONSLOW
CARTERET
ROBESON
BLADEN
PENDER
COLUMBUS
NEW HANOVER
BRUNSWICK
NORTH CAROLINA
REGULAR SCHOOL TERM AND SUMMER TERM PROJECTS
REGULAR SCHOOL TERM PROJECTS ONLY
SUMMER TERM PROJECTS ONLY

CHAPTER I

INTRODUCTION

For several years the evaluation of the North Carolina Migrant Education Program and its individual projects was done cooperatively by the LEA personnel and the state office. The LEA supplied the information on the local projects and the state office prepared both the individual local project reports (approximately 30) and the annual summary evaluation report of the total North Carolina migrant education program. From the very first year of the program involvement of the local project personnel has increased. By 1974 the primary responsibility for evaluating the local migrant projects became the responsibility of the local project directors. These local project evaluation reports were based upon the project objectives and the evaluation design approved in the local project application. The state migrant education section continued its responsibility of preparing the annual evaluation report the state migrant program.

Although procedures have been subject to change, the goals of the evaluations conducted by the migrant education section have remained nearly constant. The first goal has always been to use evaluation procedures and findings to stimulate improvement in the educational offerings for the migrant children and youth who visit North Carolina. The second goal has been to collect and process all information necessary to fulfill federal and state evaluation requirements.

In previous years a significant number of local project personnel were used to assist in the evaluation of a project other than their own. Although this intervisitation among the projects provided some information which could be used in the evaluation report, its greatest benefits were in the staff development area and in the exchange of program information. Therefore, this practice of intervisitation as an evaluation tool was discontinued in 1975.

Although the total evaluation process is planned to support the first goal of evaluation, the delay in preparation and printing of the final report makes it difficult to implement immediate changes in project operations based upon the published findings. On-site conferences provide immediate feedback to the local project directors, however, and recommendations for strengthening the project may be transmitted even before the evaluation report is completed.

Since there is some delay in the production of the annual evaluation report, and since a very small percentage of the North Carolina project staff members work in the migrant program on a year-round basis, a dissemination technique was needed so that all staff members would have the opportunity to become aware of the results of the project evaluation without an extended delay. Since 1972, this need has been satisfied through the use of cassette tapes. A tape containing the highlights of the project evaluation is delivered to the local project director or LEA contact person who then assembles those members of the migrant staff who were employed in the migrant project. They listen to the tape and record their own reactions to the evaluation report. This procedure aids in dissemination of information and provides feedback to the state office.

The LEA project director has ultimate responsibility for collection of much of the evaluation data which is required in order to satisfy regulations and guidelines. Consequently, each director is responsible for the accurate completion of enrollment forms, migrant student record transfer system information, test data, and the annual project evaluation report. This information is submitted to the state migrant education office where information is summarized and data is analyzed. Copies of the annual state evaluation report, along with appropriate documentation, are bound and submitted to the U. S. Office of Education upon request.

CURRENT EVALUATION PROCEDURES

Prior to beginning evaluation planning a set of state program objectives was developed. This set of objectives supports the national program goals of migrant education while specifically reflecting North Carolina emphases. The local project objectives included in the local project applications were developed in harmony with the state program objectives while reflecting specific local emphases and project activities.

The consultants who assisted the local project personnel in the preparation of their project applications emphasized two standards for LEA objectives: (1) local project objectives should be supportive of the state objectives, and (2) they should be measurable by an objective instrument or a recognized subjective technique.

The local project evaluation reports were prepared by the local project directors who submitted them to the state migrant office. The assigned state consultant for each project reviewed the evaluation report and other information on file in the state office relating to the project. A judgement was made as to the degree to which each project objective was achieved and this judgement was compared with that contained in the local evaluation report. Any discrepancies between the two assessments were noted.

During the operation of the summer migrant projects, the state continued to conduct two full-day on-site visits to each project during the peak operation periods. These evaluation visits were conducted by the state consultants, and findings made during the visits were shared with the project staff.

The annual state evaluation report was prepared after collecting appropriate data from the Migrant Student Record Transfer System and reading and processing all available information from local projects. Among the most significant sources of information were project evaluations, test data and monitoring reports. As in previous evaluations, the basis for the evaluation was the comparison of program (and project) outcomes with the objectives approved in the project applications.

Attainment of the state objectives is dependent, at least in part, upon the successful attainment of the objectives of the local projects. Attainment of the state objectives is described in Chapter II.

INTERAGENCY COOPERATION

A part of the effort to serve migrant children in North Carolina is the cooperation of the State Education Agency with other agencies which have responsibilities for serving migrants. The Migrant Education Section is represented on the State Advisory Committee on Services to Migrants. This organization meets six times a year for the purpose of sharing information and planning effective, cooperative activities within the respective role of each member agency in order to meet more effectively the needs of the migrant families who come to North Carolina to harvest our crops. The director of the State migrant education program serves as a member of this interagency committee.

NATIONAL PROGRAM GOALS

Goals for the national migrant education program are based on legislative mandates to establish or improve supplemental programs of instruction and supportive services for the children of migratory workers in agriculture and fishing. The mobility of migratory children requires agreement among states in the development of comprehensive national goals. Each state is responsible for developing a state plan for migrant education which reflects the national program goals in order to assure educational continuity through coordination of programs and project among the states. Local project objectives provide a base for project activities which fulfill state objectives and national goals.

The national goals for migrant education assist the states in the development of their individual plans for migrant education in keeping with requirements of the migrant program regulations. They are extremely important in assuring educational continuity and coordination and provide the foundation for the total operation of the migrant education program. State objectives developed with these goals in mind, and the activities of the local migrant projects lend their support to them.

The following is a statement of the national goals for migrant education. The State Education Agency will provide:

1. Specifically-designed curricular programs in academic disciplines and vocational education based upon migrant children's assessed needs. (116d.31(4))

2. Success-oriented academic programs, career options and counseling activities, and vocational skill training that encourage migrant children's retention in school and contribute to success in later life. (116d.31(4))

3. Communication skills programs which utilize migrant children's linguistic and cultural backgrounds. (116d.31(4))

4. Supportive services that foster physical and mental well-being, when necessary for migrant children's successful participation in the basic instructional programs, including dental, medical, nutritional, and psychological services. (116d.38)

5. Programs developed through interagency coordination at the federal, state, and local levels. (116d.39(e))

6. A component for meaningful migrant parent involvement in the education of their children and in which the cooperative efforts of parents and educators will be directed toward the improvement of the migrant children's academic and social skills. (116d.31(6))

7. Staff development opportunities that increase staff competencies in the cognitive, psychomotor and effective domains. (116d.31(4))

8. A component to properly identify and enroll all eligible migrant children. (116d.12), (116d.37), 116d.35(c))

9. Preschool and Kindergarten programs designed to meet migrant children's developmental needs and prepare them for future success. (116d.31(a))

10. For the establishment of dissemination policies and procedures for the development and evaluation of dissemination materials which will promote an awarness of:

    A. Program intent;

    B. Intra-and interstate program development;

    C. Contribution of migrants to the community; and

    D. Total effect of the program. (116d.31(a))

11. Assurance that sequence and continuity will be an inherent part of the migrant child's total education program through:

    A. The development of a system to facilitate the exchange of methods, concepts, and materials; and

    B. The effective use of the MSRTS for inter-and intrastate communication in the exchange of student records. (116d.31(7))

STATE OBJECTIVES

In developing projects at the local level, each LEA is free to establish its own project objectives, but is held responsible for supporting the state objectives which are as follows:

1. To assist in the identification and enrollment of migrant children and youths in the migrant education projects.

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2. To assist in the development of programs of instruction in the academic disciplines according to the assessed needs of migrant children.

3. To promote activities designed to advance the migrant child's social growth and group interaction skills.

4. To provide for a program of supporting services in the areas of medical, dental, nutritional, and social services for migrant children.

5. To provide technical and consultant services in the planning, operation, and evaluation of local migrant projects.

6. To provide for the extension of total services to migrants through interagency cooperation and coordination.

7. To provide supplementary programs of instruction to improve the occupational skills of migrant youths.

8. To promote the active involvement of migrant parent advisory councils in the local migrant education projects.

9. To cooperate in the interstate exchange of student records through the Migrant Student Record Transfer System.

10. To provide opportunities for improving staff competencies in the use of innovative and effective teaching techniques through preservice and inservice education.

11. To promote interstate cooperation and program continuity for migrant children.

12. To provide opportunities for supporting personnel to improve their competencies through appropriate training.

13. To evaluate the academic and social progress of migrant children in the local projects on the basis of objective and subjective data.

14. To promote fiscal management procedures commensurate with legislative requirements and program guidelines.

15. To provide for appropriate dissemination of program information.

PRIORITIES OF THE STATE PROGRAM

The priorities of the state migrant education program are as follows (listed in descending order):

1. Program continuity

2. Summer programs for interstate and intrastate migrants

3. Regular school term programs for interstate and intrastate migrants

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4. Staff development activities

5. Migrant Student Record Transfer System

6. Programs for formerly migratory children

CLASSIFICATION OF MIGRANTS

For purposes of this report the migratory children are classified as interstate, intrastate and formerly migratory. These categories of migratory children are defined as follows:

INTERSTATE MIGRANT - A child who has moved with a parent or guardian within the past year across state boundaries in order that the parent, guardian or other member of his immediate family might secure temporary or seasonal employment in an agricultural or fishing activity.

INTRASTATE MIGRANT - A child who has moved with a parent or guardian within the past year across school district boundaries within a state in order that the parent, guardian or other member of his immediate family might secure temporary or seasonal employment in an agricultural or fishing activity.

FORMERLY MIGRATORY - A child who has been an interstate or intrastate migrant as defined above but who, along with his parents or guardian, has ceased to migrate within the past five years and now resides in an area in which a program for migratory children is provided.

Identification and recruitment of students for migrant education projects is extremely important. Adequate time for travel and an agressive school employee seem to be key ingredients. In many projects the Rural Manpower Service representative is quite helpful. It should be recognized, however, that many eligible migrants are not associated with crews which are registered with the Rural Manpower Service. In these cases it is the responsibility of the LEA to use any or all of the other resources available to recruit and enroll the eligible migrant children. Since there are no guarantees that excellent recruitment efforts will result in enrollments, it is necessary to emphasize recruitment on all occasions.

PROGRAM DEVELOPMENT

Prior to the beginning of the 1978-79 school term and again before the beginning of the 1979 summer migrant projects, state migrant education consultants and the local education agencies having or expecting an influx of migrant children made a survey within the LEAs and gathered data from available sources in the local unit to determine the number of eligible migrant children who might be enrolled in an educational program. After this information was compiled, a consultant from the Migrant Education Section met with LEA personnel and assisted in developing the project proposals to be carried out by the local units.

The project activities were based upon an assessment of the needs of the migrant children identified, programs already in operation in the LEA which had a bearing upon these needs, and availability of personnel to conduct a successful project. Objectives for each project were developed so that some measure of the impact of the migrant education project could be determined.

Development of the project application included consideration of evaluation design and plans for disseminating project information.

Regular school term projects were developed so that they would supplement the services which were available to the migrant children from the regular state supported school operations, local sources and other federal programs. Activities were planned to meet the special needs of the migrant children which were not being fully met.

Summer projects for migrant children were generally the only school programs in operation during the summer months. Accordingly, they could focus directly on the most urgent needs of the migrant children. They emphasized language arts and mathematics but were also oriented toward enrichment, development of positive self-image and the improvement of physical health and emotional maturity.

STATE PROGRAM MANAGEMENT

After the project activities and project budget were developed, the application was submitted to the state migrant office where it was reviewed by the fiscal affairs section and an educational reviewing committee. Modifications were made if necessary and the applications were approved and funded. The project review and approval in the state migrant office were generally accomplished within a few days from the date the project was received.

The resulting basic pattern of services to migrant students was relatively stable, with the instructional services in both regular term and summer projects responsive to the identified needs. Regular term projects always supplemented the state curriculum and were generally planned while keeping in mind Title I services available to eligible migrants. Summer projects were considerably more inclusive, especially in the area of supportive services. Vocational training and exposure to career information formed the core of summer school offerings for migrant students of secondary school age.

During the operation of the projects by the local school officials, a consultant from the State Migrant Education Section with assigned responsibilities made periodic monitoring visits to the LEA. For summer term projects there was a minimum of two monitoring visits in each project, and each regular school term project was monitored at least three times. The purpose of the monitoring visits was to check on the effectiveness of recruiting efforts, review administrative requirements and procedures, evaluate the instructional program, and encourage the use of all available resources in providing for the needs of the migrant children.

During the 1978-79 school year, migrant education projects were conducted in forty-four (44) local school administrative units (see Table I). Of these, sixteen (16) did not operate summer migrant education projects for various reasons; insufficient concentration of migrants in the area during the summer, lack of available qualified staff, etc.

NEW PROJECTS

In 1979, the joint LEA-SEA surveys resulted in the establishment of five new projects. Some of the areas showed no concentration of migrant families; in others there were strong indications that significant numbers of migrants were or would be in the area. In some instances, the state migrant education office was unable to prevail upon the local school officials to establish a program to serve the eligible children. Figure I indicates the effectiveness of the surveys in identifying the presence of migrant children and establishing projects to serve them.

The five new projects developed in North Carolina this year resulted from LEA-SEA surveys. Projects were planned, funded and initiated in Chatham, Cumberland, Lincoln, Orange and Surry counties.

STAFF DEVELOPMENT ACTIVITIES

The state of North Carolina was represented at the East Coast Regional workshop in Biloxi, Mississippi in February, 1979. Individuals at this workshop participated in activities designed to provide interstate continuity in the education of migratory children and greater efficiency in the administration of migrant education programs.

North Carolina migrant education program personnel presented six different topics during fifteen of the sessions at this regional workshop.

Two of the staff development efforts undertaken by the State migrant office was the upgrading of teaching skills in reading and mathematics. Two workshops in each subject area were conducted by subject matter specialists. More than two hundred teachers and aides attended these workshops which were conducted in Fayetteville and Williamston.

The staff development activity which affected the greatest number of migrant staff members in North Carolina was the three-day workshop conducted at Fayetteville, North Carolina. More than 300 professional and para-professional local migrant project staff members from the LEAs conducting summer project were in attendance. The workshop emphasized the procedures for entering skills on the students' transfer records and the identification and recruitment of eligible migrant children into the projects. Instruction was also provided in the teaching of reading, mathematics and the cultural arts.

The workshop was planned by the State migrant staff with consultant help from local project personnel. Specialists and consultants from the Migrant Student Record Transfer System, were used as consultants and discussion leaders in the workshop.

The state migrant staff evaluated the effectiveness of the workshop. It was the opinion of the staff that, based upon their own observations and the reactions and comments from workshop participants, that the workshop was an outstanding success.

STATE PROGRAM EMPHASIS

The state migrant office continues to give attention and supervision to program management, local surveys to identify migrant children, monitoring of local projects, staff development activities, parent advisory committees functions, and assessment of administrative effectiveness. Efforts and attention in these areas have resulted in the most effective migrant program ever to be conducted in North Carolina.

big
look
go
play
come
walk
sleep

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CHAPTER II

FINDINGS

CHILDREN SERVED

During the 1978-79 school year migrant education projects were operated in 44 local educational agencies. These projects enrolled 1,876 interstate migrants, 2,042 intrastate migrants, and 6,179 formerly migratory students.

Twenty-nine local education agencies operated migrant education projects during the summer of 1979. Enrollment in these programs included 1,480 interstate migrants, 742 intrastate migrants and 2,534 formerly migratory students.

Of the 14,853 children served under this program during the 1979 fiscal year, 3,356 were interstate migrants, 2,784 were intrastate migrants and 8,713 were formerly migratory. Enrollment figures indicate that a larger percentage of interstate migrants were served during the summer, and enrollment of intrastate migrants was higher during the regular school term. Secondary school enrollments were higher during the regular school term. This is probably because the secondary school youths are involved in farming operations during the summer and choose not to enroll in a school program.

Information extracted from the state testing program indicates that during the regular school term, 55.6% of the migrant children were black, 34.8% were white, 7.9% were American indians and 1.7% were Hispanic. None of these children were enrolled in non-public schools. All the migrant education projects in North Carolina were operated through the public schools.

GRADE PLACEMENT

Grade placement for secondary school students in summer migrant projects was no problem since the activities were essentially ungraded. Students from ages 14 to 20 received the same vocational and cognitive instruction. In the regular school term programs the children in both the elementary and secondary schools were placed in classes with other children according to their ages and previous progress as indicated by school records or teacher opinion.

During the summer projects the local project administrators generally placed the elementary school children in groups based upon age, physical maturity and emotional development according to the teacher's best judgement and available records. Since the instruction in the summer projects was largely individualized, there was considerable range in grade placement, and instruction within each group was based upon age, remedial needs, physical development and peer associations.

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INSTRUCTIONAL ACTIVITIES

Projects were conducted for migrant children at both the elementary and secondary school levels. While most of the regular school term programs primarily served elementary school children, there were a few secondary school students enrolled in the programs. Instruction for these students was directed primarily toward meeting their specific needs as indentified in the individual needs assessment.

The emphasis in the regular school term projects was in supplementing and reinforcing instruction in language arts and mathematics for elementary school children. Supportive services in these projects were held to a minimum since these needs were generally taken care of through other sources of funding. A minimal amount of health and social services were provided, however, when other sources of funding were inadequate or unavailable.

During the regular school term the instructional phase of the migrant projects was essentially tutorial in nature. Teachers and aides were employed to work with the migrant children on an individual basis. The classroom teacher assessed the deficiencies of migrant children and prescribed, sometimes in combination with the migrant teacher, the instruction to be performed by the tutor.

As far as possible, the summer term projects were planned so that they would meet the primary instructional needs of the students as well as their secondary supportive needs. Secondary school students were involved in prevocational and occupational instruction, while the primary emphasis in the elementary school was in language arts, reading and mathematics. All projects recognized the need for recreation and the improvement of self-image.

During the summer migrant projects the instruction varied from tutorial to large group activities. The summer migrant projects were conducted at school sites and the children were transported to the school in school buses. Most of the instruction was in small groups or on an individualized basis. Some activities were suited to large group instruction.

In the regular school term projects there was considerable coordination between the migrant project activities and other school programs. Since migrant projects are typically small, Title I directors are often responsible for the coordination and administration of the migrant program. Title I also supports the migrant program through the local inservice activities as well as health services when these services are provided by Title I. In all projects the locally funded supporting services are available to the migrant students.

Except for migrant education projects, summer school operations are relatively rare in North Carolina. Three projects, Camden County, Haywood County, and Pasquotank County did operate Title I Programs. Basically, however, program coordination during the summer was limited to the provision of facilities, equipment, and materials, some training and services by LEA personnel who are employed 12 months, and the involvement of the school principals.

SUPPORTING SERVICES

During the regular school term, supporting services were severely limited because of the emphasis on instruction to supplement existing programs and the conscious effort not to supplant any available services with migrant funds.

Summer migrant projects were generally the only activities in operation in the LEAs, making it necessary for the migrant project to place more value on the supporting services required in order to make the project successful. In most cases the summer migrant projects provided transportation, food services, health services and recreation. A majority of the projects also provided some clothing. In some cases the clothing was donated by social service organizations and in other cases it was purchased with project funds.

One of the state services which supports the successful operation of the migrant program was the record transfer system. Each LEA participated in the system by sending student data to the teletype terminal operators for transmission to the Migrant Student Data Center in Little Rock, Arkansas.

The Northeast Regional Education Center served as a support base for the migrant education projects. In addition to serving as the teletype terminal location for the Migrant Student Record Transfer System, it also serves as a repository for professional education films which were available on a free loan basis to LEAs for use in their migrant education staff development efforts.

The purchase of equipment under the migrant project was held to a minimum. Only that equipment which could be shown to be essential to the success of the instructional program was approved for purchase. Each LEA was required to maintain an inventory of equipment purchased under previous migrant projects. Title to all equipment was with the state migrant office, and items of equipment were transferred from one LEA to another when they were no longer used for the purpose for which they were intended in the LEA which purchased them.

COORDINATION WITH OTHER PROGRAMS

Throughout the migrant education projects in North Carolina there was a high degree of coordination and cooperation with other agencies. This was strongly encouraged through the regular meetings of the State Advisory Committee on Services to Migrants. During 1979 the state migrant office was represented on this state-wide interagency coordinating committee. Other agencies represented on this committee and a brief description of the services they provided to migrant families are as follows:

Farmers Home Administration - Provides supervised credit to improve farm dwellings and promote economic development of the rural population.

U. S. Department of Labor, Wage and Hour Division - Administers federal wage and hour law and provides for enforcement of the Farm Labor Contractor Registration Act.

N. C. Employment Security Commission, Rural Employment and Training Service - Provides job development, job placement and improvement of employability skills.

N. C. Agricultural Extension Service - Provides educational programs in agricultural production, marketing, family living and community resource development.

N. C. Human Relations Council - Serves as an advocate of migrant families in promoting progress toward a life of equal opportunity, justice and dignity.

N. C. Department of Community Colleges - Provides basic adult education and occupational skill training for migrants and crew leaders and English as a second language to those who have little or no English-speaking ability.

N. C. Department of Human Resources, Migrant Health Service - Provides out-patient and in-hospital care to migrant farmworkers and their families.

N. C. Department of Human Resources, Sanitary Engineering Division - Acts as the enforcement agency for the act regulating the sanitation of farm labor camps.

N. C. Department of Human Resources - Division of Mental Health - Provides in-patient, out-patient educational and consultant services in mental health.

N. C. Department of Human Resources, Division of Social Services - Provides assistance in meeting the basic financial and social needs of eligible clients.

N. C. Department of Human Resources, Division of Vocational Rehabilitation - Provides assistance to physically or mentally handicapped in returning to gainful employment.

N. C. Department of Justice, Office of Attorney General - Renders legal assistance in the drafting of legislation relating to migrant workers.

N. C. Department of Labor - Administers the Occupational Safety and Health Act of North Carolina and coordinates a wide range of programs of inspections, education and consultant services.

N. C. Department of Natural and Economic Resources and Community Development - Assists in formulating statewide employment and training policies and administers programs under the CETA legislation.

N. C. Department of Agriculture - Food Distribution Division - Makes food service programs available to eligible groups and individuals.

N. C. Economic Opportunities Office and Community Action Agencies - Provides information and technical services to community action agencies which renders service to individuals in the areas of self-help housing, day care, counseling, consumer education and job development, placement and follow-up.

Church Women United in North Carolina - Contributes health kits, sheets, blankets and clothing to migrants and employs seminarians to provide chaplaincy services for them.

Migrant and Seasonal Farmworkers Association - Provides for vocational training, work experience, manpower service and a wide range of support services to migrants and seasonal farm workers.

N. C. State AFL-CIO - Works through its local community service committees to provide counseling, information, legislative program support and assistance in assuring that migrants are accorded their legal and civil rights.

In addition to the member organizations of the State Advisory Committee on Services to Migrants, its meetings are regularly attended by representatives from the Governor's office and personnel from local migrant councils and local community action agencies.

STAFF UTILIZATION

The regular school term migrant education projects in 44 LEAs employed a full time equivalent of 223.3 staff members. The pattern of staffing is indicated by Table VII. The number and responsibilities of the program staff of the summer migrant projects is indicated on Table VIII. Figures on these tables represent both full-time and part-time positions and are reduced to full-time equivalent staff positions. Non-professional supporting personnel such as bus drivers, janitors and lunchroom workers have been included in these tables.

Table IX provides information on the instructional staff-pupil ratio for the 29 summer projects. Teacher-pupil ratios are not reported for regular school term projects as they could be very misleading without a consideration of schedules and pupil contact times.

COMMUNITY INVOLVEMENT

Community involvement in the regular school term migrant projects showed a marked increase over past years. This is contributed to several factors, among them the activities of the State Migrant Parent Advisory Committee and the impact that this committee had on the local projects.

Another factor which has resulted in effective community involvement is the assignment of the responsibility for making home visits to a member of the migrant project staff. Where the local project charged one or more persons with this responsibility, home-school coordination, recruitment and general community interest in the project has been improved.

Nurses, home-school coordinators, liaison aides, social workers, supervising principals, instructional personnel and individuals from other agencies serving migrants played an important part in soliciting involvement from the community agencies as well as cooperation from the parents of the migrant children.

During the summer projects in 1979, many of the local projects took advantage of the availability of personnel from Migrant and Seasonal Farm Workers Association. They used this personnel to assist in carrying out the instructional phase of the program. These teachers, aides and clerks worked under the supervision of the LEA project director, but were paid through the Migrant and Seasonal Farm Workers, Incorporated. This was an outstanding example of interagency coordination and cooperation.

Also, during the 1978-79 program year the migrant education section cooperated with the Migrant and Seasonal Farm Workers Association by providing for the record keeping requirements of their day care centers through the already established Migrant Student Record Transfer System.

Local advisory committees have been established in each area served by a migrant education project. The State Advisory Committee assisted the local councils in their work through annual regional or statewide meetings. Information was shared and plans developed that enabled each agency to use its resources to the maximum benefit of the greatest number of migrants.

Field trips served as one medium for encouraging parent and community involvement in project activities. The use of volunteers from the community on field trips had some tendency to carry over into other aspects of the program.

Some of the summer migrant projects had excellent community involvement as indicated by the number of adult volunteers other than migrant parents who donated their services to making the local project a success. These volunteers served as instructors, instructional aides, lunchroom workers or as resource individuals to enrich the experiences of the migrant children.

INTERSTATE PLANNING

One of the activities which indicates the interstate coordination of the North Carolina Migrant Education Program with similar projects and programs in other states was the Eastern Regional Migrant Education Conference held in Biloxi, Mississippi. The State Director of Migrant Education served on the program planning committee for this conference which brought together migrant program personnel from 21 states, and four members of the state migrant staff served as **program** presenters during the conference. In addition to this involvement personnel from local projects presented workshop sessions during the conference.

Each LEA operating a migrant education project complied with all regulations and procedures of the National Migrant Student Record Transfer System.

National conferences for State Directors and other program personnel were conducted during the year and were of some value in publicizing program information and administrative requirements. The State Director participated in these conferences and disseminated relevant information from them within the state.

Interstate planning and cooperation is also demonstrated by the fact that North Carolina acted as host to one of the public hearings on proposed rule making for the national migrant education program.

ATTAINMENT OF STATE OBJECTIVES

An attempt has been made to state the goals and objectives of the state migrant education program in specific and measurable terms. Each stated objective was attained to a greater or lesser extent. Progress toward meeting these objectives is evident by the reports of monitoring visits to the LEAs by the state migrant consultants. These regular monitoring visits by the state consultants along with the activities sponsored and conducted by the state migrant education office is the basis for the judgement that each state objective was met as indicated below.

1. *To assist in the identification and enrollment of migrant children and youths in the migrant education projects as indicated by a record of student enrollment and the establishment of new project centers within the state.*

   This objective was fully attained as indicated by the identification and enrollment of 14,853 children in the migrant education projects during 1978-79. Of this number, 312 were enrolled in LEAs which had new migrant education projects.

2. *To assist in the development of programs of instruction in the academic disciplines according to the assessed needs of the migrant children as indicated by a record of technical assistance provided to the local projects.*

This objective was fully met as indicated by the fact that the state migrant consultants worked with LEA personnel in the development of 44 projects during the regular school term and 29 projects during the summer which offered instruction in the basic disciplines.

3. *To promote activities designed to advance the migrant child's social growth and group interaction skills as indicated by the inclusion of these activities in local projects.*

   This objective was fully attained as indicated by the fact that a part of the summer staff development workshop was devoted to cultural arts, and the 29 local summer projects included cultural arts and/or social adjustment among their project activities.

4. *To provide a program of supporting services in the areas of medical and dental health, nutrition and social services for migrant children as indicated by a record of health, nutritional and social services provided in local projects.*

   This objective was fully attained as indicated by the fact that LEA projects included these supporting services among their activities. Records of such services are indicated in the local project evaluation reports maintained in the state migrant office.

5. *To provide technical and consultant services in the planning, operation, and evaluation of local migrant projects as indicated by a record of monitoring visits to the local projects.*

   This objective was fully met as indicated by approximately 200 monitoring visits which were conducted in the local migrant projects by the migrant consultants. On each of the monitoring visits by a state consultant the project records and reports were checked; certification of eligibility forms were reviewed; attention was given to the coordination of the migrant project with other school programs; parent advisory committee involvement was noted; and recommendations for improving the operation of the project or keeping it functioning according to the project proposal were made.

6. *To provide for the extension of total services to migrants through interagency coordination and cooperation as indicated by a record of employment in the projects.*

   This objective was fully met as indicated by the cooperation of the migrant education section with the Migrant and Seasonal Farm Workers Association in making 30 additional personnel available for employment in the migrant education projects. There was also a high degree of cooperation with the State Advisory Committee on Services to Migrants. During a portion of the time covered by this report, a member of the state migrant education staff served as chairman of this state level committee.

7. *To provide supplementary programs of instruction to improve the occupational skills of migrant youths as indicated by the inclusion of these components in local projects.*

   This objective was fully met. During the period covered by this report 11 local projects provided instruction in occupations. Two of these projects were conducted after normal school hours in order to make it more convenient for the migrant youths to attend.

8. *To promote active involvement of parent advisory councils in the local migrant education projects as indicated by a record of meetings of the State Migrant Parent Advisory Committee.*

   This objective was fully met. One of the items noted during the state consultants' monitoring visits was the activity of the local PACs. It should also be noted that a State Migrant Parent Advisory Committee was active in its support of the program during the past year.

9. *To cooperate in the interstate exchange of student records through the Migrant Student Record Transfer System as indicated by a record of transmittals by the MSRTS terminal operators.*

   This objective was fully met. Records from the Migrant Student Data Center in Little Rock indicates that there was a total of 14,853 records processed through the system.

10. *To provide opportunities for improving staff competencies in the use of innovative and effective teaching techniques through preservice and inservice education as indicated by a record of attendance at the staff development sessions.*

    This objective was fully met as indicated by five (5) major state-sponsored staff development workshops for instructional personnel during the period covered by this report.

11. *To promote interstate cooperation and program continuity for migrant children as indicated by participation in national and regional program activities.*

    This objective was fully met as indicated by the state's participation in interstate conferences and workshops. Personnel from out-of-state were used as consultants in workshops conducted in North Carolina.

12. *To provide opportunities for supporting personnel to improve their compentencies through appropriate training as indicated by a record of staff development activities.*

    This objective was met through the instruction provided to school record clerks and other support personnel. Record clerks were instructed in the requirements and procedures of the record transfer system at the summer migrant education workshop, on an individualized basis during the year as it was deemed necessary and at a special workshop session on requirements of the MSRTS reporting procedures.

13. *To evaluate the academic progress of the migrant children and the effectiveness of the local migrant projects on the basis of objective data generated at the local project level.*

    This objective was fully met as indicated by the test data presented in this evaluation report and the narrative information submitted by the LEAs on file with the state migrant education office.

14. *To promote fiscal management procedures commensurate with legislative requirements and program guidelines as indicated by monitoring reports.*

    This objective was fully met. Each project was monitored during its operation, and the fiscal accounting was reviewed by the state consultant. In all cases fiscal management followed the state requirements and program guidelines.

15. *To provide for appropriate dissemination of program information as indicated by the publication and distribution of newsletters and news releases.*

    Dissemination of program information was afforded through the publication and distribution of Migrant Matters, the annual evaluation report and two slide tape programs.

There were many strategies included in carrying out the functions required to meet the state objectives. These strategies were developed into a calendar of activities and projected over the fiscal year. The strategies planned and the progress toward the completion of the activities and events related to them are as follows:

1. Monitoring LEA projects - This responsibility was carried out throughout the year. Each regular school term project was visited at least four (4) times by a state consultant and each summer term project was monitored at least twice.

2. Supervising MSRTS transactions in North Carolina - This responsibility was carried out throughout the year. The MSRTS operations were under the supervision of one of the state consultants and were carried out by three teletype terminal operators. All state consultants monitored this aspect of the program at the LEA level.

3. Providing technical assistance to the LEAs - This responsibility was carried out by the state program coordinator and three state consultants. Technical assistance was provided throughout the year as required.

4. Assisting in the identification of migrant children - Each of the state consultants assisted in the identification and recruitment of migrant children throughout the year. This is manifested by the establishment of five new projects. One staff member devoted a major portion of his time to this function.

5. Disseminating program information - Program information was disseminated periodically through the publication of Migrant Matters.

6. Assisting in the planning of regular school term projects - This responsibility was carried out by the state consultants during the months of July and August, 1978.

7. Reviewing regular school term projects - This process was carried out by the migrant office staff and accountants in the fiscal section. Regular school term projects were reviewed during the months of July and August.

8. Evaluating program activities - Evaluation of program activities was a continuing process. Some evaluations were made each time a state consultant monitored an LEA project. Each staff development workshop sponsored by the SEA was evaluated and the results of those evaluations are included in Chapter I of this annual evaluation report. The most sustained period of concentration in evaluating program activities, however, was from the period of June through September when the annual state evaluation report was compiled.

9. Planning language arts workshops - This was a major activity which was carried out by the state migrant staff and representatives from LEAs during September and October.

10. Conducting language arts workshops - Two reading workshops were conducted in November. Outstanding educators from LEA's in North Carolina and consultants from other states were used as program presenters in these workshops.

11. Planning mathematics workshops - Two workshops in mathematics were planned during November, December and January. The planning was conducted by the state migrant staff and staff members from the Division of Mathematics, Department of Public Instruction.

12. Conducting mathematics workshops - The two mathematics workshops emphasized teaching methods and materials. Mathematics specialists and supervisors of mathematics education from North Carolina and mathematics specialists from LEAs were used as consultants in these workshops.

13. Planning summer staff development activities - Planning for staff development activities for the summer programs began in March. Division directors in this planning along with members of the state migrant staff and representatives from the LEAs.

14. Reviewing summer project applications - The review process for summer project applications began in April and was completed in May. The state migrant staff and the ESEA Title I fiscal section were involved in the review process.

15. Conducting staff development activities for summer project staffs - A staff development workshop was conducted during June for the summer project staff members. Topics which received attention were reading, mathematics, cultural arts, administrative requirements and MSRTS.

LOCAL PROJECT OBJECTIVES

The regular school term projects were supplementary in nature and were directed specifically toward those needs of the migrant students which were not being met adequately in the regular school program. Thirty-nine (39) of the units included an objective relating to improvement in language arts; thirty-three (33) included mathematics in their projects; twenty-seven (27) included an objective relating to students' social adjustment and thirty-three (33) included a health service objective. Among the other objectives during the regular school year were those relating to parent involvement, staff development, natural science and social studies.

There continues to be improvement in the statement of objectives in the project proposals. This can be attributed to insistance by the state consultants that the LEAs include measurable objectives relating to all phases of project operations in the project proposals. The evaluation of each project was based upon the set of objectives in the project application. All of the local project objectives were supportive of the state program objectives. In addition to specific performance objectives in each instructional area, the projects included objectives relating to staff development, dissemination of information, clerical responsibilities, project evaluation, fiscal reporting, parent advisory committee activities, health services, recruitment, social growth, and community involvement.

Objectives for both the regular school term and the summer term were the primary basis for evaluating the success of each LEA project. A judgement was made on each objective in each project as to the degree of attainment. Every available source of information bearing upon the objective was used in making this judgment. The most heavily relied upon document was the local evaluation report prepared by the local project director and his staff. Other sources of information used in this evaluation effort were reports of state consultant monitoring visits, reports from news media, and reports from staff development consultants who worked in the LEAs during the operation of the projects.

Summaries of the degree to which each objective in each LEA project was attained are contained in the appendix of this report.

DISSEMINATION

Dissemination of program information at the local level included news releases to local newspapers, coverage by local radio and television stations, reports to local boards of education and other local groups, pictures, slides and tape recordings which were presented to selected audiences, and the distribution of newsletters.

At the state level there was a periodic dissemination of information through the publication of Migrant Matters. This newsletter was directed to local migrant project directors, school superintendents, advisory committee members, personnel in the State Education Agency, and the U. S. Office of Education. Additional news releases from the Division of Public Information were sent to newspapers, radio, and television stations, wire services and other news media.

Other methods of disseminating program information were the reports given at the periodic meetings of the State Advisory Committee on Services to Migrants and through the State Migrant Parent Advisory Committee.

One dissemination effort is worthy of special note. During the year the state migrant office continued its cooperation with the North Carolina Association of Educators in a project funded by the National Education Association in the dissemination of a slide-tape program describing the migrant education program. This slide-tape program has been duplicated in large numbers and shared with local project directors who have found it effective in promoting migrant education among a variety of audiences. It was shown at local and area meetings of the professional education associations and recognition was accorded to those who were serving the migrant children in the local schools. Plans for the future include the recognition of the LEA which has been most effective in community support and interagency cooperation in the migrant education project.

ANNUAL STATEWIDE TESTING PROGRAM

In April, 1979 a battery of achievement tests was administered to students in the first, second, third, sixth, and ninth grades throughout North Carolina. A Prescriptive Reading Inventory and a Diagnostic Mathematics Inventory was administered in grades one and two. The California Achievement Tests were used in grades three, six and nine.

This report includes a summary of student performance for the entire student population in the state, as well as for the total student population enrolled in the migrant education program.

Student performance is reported in grade equivalent scores and percentile ranks because these indices traditionally have been used throughout the nation, including North Carolina, and are more familiar than other derived scores.

It should be pointed out that the test publisher did not report grade equivalent scores in spelling at grade nine. The publishers believe that the grade equivalent score is not an appropriate score for spelling at this level because average performance in spelling beyond the sixth-grade level typically increases very little, or may even decline.

The grade equivalent scores and percentile ranks for the norm-referenced tests at the third, sixth, and ninth grades were calculated from representative samples of students in the nation. The interpretive scores for the criterion-referenced tests at grade one and two are estimated scores that were derived by the publisher by correlating scores from the criterion-referenced tests with scores from norm-referenced tests given at the same grade levels.

In light of the fact that the normed scores for the criterion-referenced tests at the first and second grades are estimated and the scores are higher than anticipated, CTB/McGraw-Hill was requested to provide appropriate comments relative to the establishment of estimated scores and the performance of North Carolina students on the reading and mathematics tests. CTB/McGraw-Hill's comments on these points are as follows:

> The average estimated CAT C & D normed scores derived from the *Prescriptive Reading Inventory* (PRI) for Total Reading and from the *Diagnostic Mathematics Inventory* (DMI) for Total Mathematics at Grades 1 and 2 seem higher than would be expected in light of the actual CAT-C scores obtained at Grades 3, 6, and 9, and in relation to past experience in North Carolina. CTB/McGraw-Hill has rechecked and verified the accuracy of its estimating and processing procedures and has established beyond reasonable doubt that the test results reported are valid measures of the levels of achievement of students in the schools of North Carolina.
>
> The publisher has analyzed the changes in performance between Grades 2 and 3--in which Reading goes from slightly above average (2.8) at Grade 2 to slightly below average (3.5) at Grade 3, and in which Mathematics goes from well above average (3.2) at Grade 2 to slightly below average (3.6) at Grade 3. It is the publisher's conclusion that this apparent anomaly in the test results could be due to several reasons, including the following:
>
> 1. The students in Grade 2 have, as a group, a relatively stronger instructional background in both Reading and Mathematics than students in Grade 3.
> 2. The skills measured at Grades 1 and 2 lend themselves more readily to improvement through direct instructional intervention, including drill-type activities.
> 3. The skills measured at Grade 3 and above are more complex and less amenable to improvement through instructional change. Mathematics concepts and applications, in particular, require a certain level of reading skill if the student is to understand the problem and be able to respond to it correctly.
>
> CTB/McGraw-Hill is continuing further study into this difference in performance. (They add, however, that) it is clear that students in North Carolina are performing above the national norm in Reading at Grade 2 and in Mathematics at both Grades 1 and 2. This is an accomplishment of which North Carolina educators should be proud. They should attempt to maintain and extend the programs which have brought about these excellent results.

In contrast to the above average achievement in reading and mathematics for the state as a whole at grades one and two, it should be pointed out that the reading achievement of migrant children included in the testing project was below the national norms (1.4 and 2.2). Achievement in mathematics for the migrant children in grade one was at the national norm (1.7) but below (2.5) the national norm at grade two.

Furthermore, analysis of the scores reveals that the migrant children are below the state averages at all levels on all tests. While the deviation from the state averages is very small in grades one and two, there is a marked difference noted in grades three, six and nine.

When the average State scores and migrant program scores are plotted on a graph against the national norm the achievement lag of the migrant students is revealed. Such a graph demonstrates very dramatically that as the migrant students progress in school they continue to fall further and further behind in expected academic progress.

OTHER FINDINGS

The 1978 annual evaluation report contained several recommendations. They served as guides for future improvements in the migrant projects. These recommendations have been followed in varying degrees as indicated below.

1. *The state migrant office should require the LEAs to conduct needs assessments according to the provisions contained in the Migrant Education Administrative Guide.*

   This recommendation from the 1978 annual evaluation report has apparently been followed. Examination of local project monitoring reports indicates that personnel in each operating LEA maintained needs assessment on the migrant children. Further examination of project applications indicate that only three LEAs did not include an objective relating to the assessment of student needs. During the summer projects only two LEAs failed to include needs assessment among their project objectives.

2. *The state migrant office should continue to seek improvement in the continuity of the educational programs of migrant children.*

   The first priority of the state migrant education program is program continuity. The above recommendation was given serious attention during the year.

   The entire state program staff received training in the transmission of educational skills. After this training session a workshop was conducted in the state for all LEA project personnel to acquaint them with the procedures. State consultants and resource persons from the migrant data center conducted the workshop for project administrators, teachers, aides and support individuals.

Following the initial training period for the state program staff, North Carolina entered the first skills on students' records for the first time ever from any state.

As new local project staff members are employed, the state consultants continue the training process, on a one-to-one basis if necessary, with the new staff members. By keeping this training up-to-date the continuity of programs for the migrant children is enhanced.

3. *The state migrant office should provide technical assistance to local school personnel in conducting surveys and developing new migrant projects.*

   The state migrant office placed heavy emphasis on technical assistance to the local school officials during the period covered by this report. This assistance resulted in the establishment of five new migrant projects involving 1,099 migrant children.

4. *The state migrant office should revise the migrant education program forms.*

   New program forms have been developed and put into use to replace the forms which were found to be inadequate for program purposes. Specifically, revisions have been made in the certification of eligibility form and the forms used in the LEAs to identify and recruit the eligible migrant children.

5. *The state migrant office should cooperate with local migrant projects in conducting MSRTS enrollment validation studies.*

   This recommendation was followed as indicated by the validation studies which were conducted in the state during this reporting period. Intensive validation studies were conducted by Nash County and Scotland County and the results of the studies were shared with the program administrators and local school authorities. These studies resulted in modification of local procedures in order to eliminate ineffective processes and improve program credibility.

6. *The state migrant office should monitor the use of the program publications and effect revisions as they are indicated.*

   The state program consultants have noted an increased use of state program guides during this reporting period. This is especially true of the Identification and Recruitment Guide. It has been used to assist local school personnel to locate and enroll additional children into the local migrant education project.

7. *The state migrant office should continue to cooperate with other governmental and private, non-profit agencies in providing comprehensive services to migrant families.*

There was a high degree of cooperation by the state migrant education office with other agencies of government and private non-profit organizations. This resulted in the extension of services to eligible families, reduction of the overlapping services by the agencies involved, open lines of communications among the agencies and understandings of the responsibilities of each agency and the services which each is able to provide.

The organization through which much of this cooperation was effected is the State Advisory Committee on Services to Migrants. Through the interagency discussions, migrant children were provided health and social services support through the Department of Human Resources, day care services through the Migrant and Seasonal Farmworkers Association (MSFA), psychological services through the Division of Mental Health and supplementary school support through MSFA. Dissemination of program information and public support of the program was provided through a joint project of the National Education Association and the North Carolina Association of Educators.

This support through other agencies and organizations allowed the State migrant office to concentrate its efforts on the academic progress of the migrant children and extend educational services to a greater number of eligible children.

8. *The state migrant office should continue to use effective evaluation procedures.*

Continuing effort was made to improve the evaluation of project and program activities. Last year for the first time information from the state-wide testing program was used in the annual program evaluation report. In this reporting period the state evaluator has again made use of this kind of test information in this annual report. In addition to reporting the test results from the state-wide testing program, comparisons have been made with state averages, national norms and results of the previous year's test results.

Based upon this more extensive handling of test data, the state evaluator is of the opinion that the above recommendation has been followed.

9. *The state migrant office should continue to support the State Migrant Parent Advisory Committee activities.*

Support of the State Migrant Parent Advisory Committee and its work has been a continuing function of the state migrant office. The committee has been active for two years. During this period of time it has provided a valuable tool for the support of the migrant education program and an open forum for parents. In the meetings of the local parent advisory committee local concerns have been brought to light. Representatives from the local committees have expressed their concerns to the State Migrant Parent Advisory Committee and solutions have been developed through interaction with appropriate program personnel.

10. *The state migrant office should continue its efforts to improve program operations through staff development.*

A review of the staff development activities sponsored by the state migrant office is included in Chapter I. The activities described in that section of this report indicates that this recommendation was followed.

11. *The local educational agencies should provide bilingual-bicultural programs for Spanish-speaking children in their migrant projects.*

Based upon the number of children enrolled in the local projects and the number of bilingual teachers and aides employed it can be assumed that this recommendation was carried out to a greater extent than in previous years. Much improvement has been made in providing for the needs of children with little or no English-speaking skills.

The number of children enrolled in regular school term projects who had Hispanic cultural backgrounds was only 1.7% of the total enrollment. During the summer projects the number and percentage of Spanish-speak children enrolled in the local migrant projects was noticeably greater than during the regular school term projects.

There was also a greater number of bilingual staff members employed in the local projects and greater emphasis was placed on bilingual-bicultural programs.

12. *The hours of operation of local migrant projects should be during the part of the day which would allow the greatest number of migrant children to benefit from the program.*

Local evaluation reports indicate that some of the summer projects are still operated from late afternoon to early evening and in one case as late as 11:00 at night. This is the same situation which led to the recommendation above. Apparently the local project administrators have not seen fit to comply with the recommendation.

It is still the strong conviction of this evaluator that late evening and night classes for migrant children, many of whom must be up and in the fields with their parents early in the morning, are not appropriate. For this reason the above recommendation shall be included again among those in this annual evaluation report.

13. *The local educational agencies should continue to make a concerted effort to enroll all eligible children and youths at the secondary school level in the regular school term migrant projects.*

Enrollment figures for 1978-79 as compared to enrollments in 1977-78 indicate that there was an increase of 333 migrant students in grades 9-12. When the percentage of high school enrollments for the two years is compared, the increase in 1978-79 over 1977-78 is less than 1%.

This leads the state evaluator to believe that there was not a concerted effort to enroll children at the secondary school level as recommended above.

14. *Local project directors should make every reasonable effort to secure supporting services from other agencies and organizations.*

The local project directors have put forth a good effort in obtaining supporting services from other agencies and organizations. Local evaluation reports indicate that personnel have been obtained through the Migrant and Seasonal Farm Workers Association, Community Action Agencies, C.E.T.A. and other sources. Health and social services have been provided through local governmental agencies and many man-days of labor have been contributed by individuals in the communities where the projects are operated.

15. *Local education agencies should give attention to the development of individual written educational plans for each student enrolled in the migrant education program.*

There is a general pattern among the projects operating during the summer months of writing individual educational plans for the migrant students. During the regular school term when the instructional activities in the migrant education program are supplementary to the other instruction in the school, few individual educational plans are developed by the migrant teachers.

16. *The local project directors should give consideration to expanding the summer projects.*

During the summer of 1978 there were 26 migrant projects in operation in the state. Project directors in the LEAs where regular school term projects were operated declined to expand their projects for migrant children and the same 26 LEAs provided summer projects during 1979. Three new summer projects were operated, but there was no expansion of summer activities among the existing projects.

17. *The local project administrator should make maximum use of program guides and publications of the State migrant office.*

The local project administrators have made extensive use of the program guides provided by the state migrant office. This is particularly true of the Identification and Recruitment Guide which has been used to assist them and their staffs in identifying and enrolling eligible migrant children.

18. *Local recruiter-clerks should be punctual in transmitting student information to the Migrant Student Record Transfer System terminal operator.*

This recommendation from the annual evaluation report has been emphasized at each opportunity. The state program consultants have given special attention to it in their work with the local recruiter-clerks. As a result there is a decided decrease in the number of transmittals which are "batched." This has had the effect of spreading out the work load of the terminal operators while at the same time keeping student records more up-to-date.

CHAPTER III

PROGRAM EFFECTIVENESS

PROGRAM FOCUS

In considering the effectiveness of the North Carolina Migrant Education Program, it is necessary to take into account the different types of projects being operated within the state. Regular school term projects are operated for the benefit of intrastate migrants and the smaller number of interstate migrants who are home-based in North Carolina. These projects are supplementary in nature and are designed to strengthen instructional programs offered through state, local and other federal sources of funding. Summer term migrant education programs are focused more directly on the needs of interstate migrants and provide a full range of instructional and supporting services.

TESTING RESULTS

The emphasis upon documenting achievement of project objectives with gain scores apparently had an impact on the local projects, since 100 percent of the projects submitted pre-test as well as post-test scores. Students who entered North Carolina migrant projects during the first three months of the regular term stood an excellent chance of being tested with one of the six most frequently used achievement tests. The most frequently used tests in order of frequency reported were:

California Achievement Test
Iowa Test of Basic Skills
Gates-MacGinitie Reading Test
Stanford Achievement Test
Metropolitan Achievement Test
Wide Range Achievement Test

In past years the use of different tests and score types ranging from grade equivalent to raw scores severely limited the statistical comparisons which could be made. Migration and absences from school on the day tests were administered made it quite difficult to obtain two sets of measures on the same students over any reasonable span of instruction. Given these difficulties, it was almost impossible to report gain scores representative of three or more projects with more than thirty students at the same grade level on the same test. Therefore, we are departing from this method of reporting and are relying solely upon test scores derived from the state-wide testing program.

Comparisons of the migrant childrens' scores are made with the average achievement scores for all children tested in North Carolina and against the national norms. The status of the migrant children tested in North Carolina in 1979 is also compared with the scores reported at the same grade levels in 1978.

In making this comparison it should be pointed out that the test scores reported in 1978 were for those children who were participating in a supplementary instructional program in one of the local migrant projects. Scores reported for migrant children in 1979 included all migrant children tested, even though they might have been achieving at or above grade level expectancy, and therefore not being given supplementary instruction in a local project.

This difference in the way the scores were reported makes it appear that the achievement levels of the children have increased drastically, when actually there is no basis for such an assumption. What is significant in the scores reported during this school term is that the migrant children are achieving at a rate below the national norm, and below the average achievement level of the children tested in North Carolina. Examination of Figures V and VI also show very graphically that the achievement of the migrant children fall further and further behind as they continue through the grades.

It appears from all available test scores, both the state-wide testing program and the standardized tests administered at the local project level, that there was a slight improvement in reading achievement in 1978-79 as compared to reported gains in 1978-79. The gains reported in mathematics were essentially the same as those reported in 1978-79, but are considerably higher than those reported prior to 1975-76. This would tend to indicate that the increased emphasis on mathematics instruction which began in 1975-76 continues to be reflected in greater student achievement in this area.

It is noted that over the range of grades represented, the deficit in mathematics is less than the reading deficit. In view of what is known about the average achievement of North Carolina students (the 1972 state assessment revealed that sixth grade students were around nine months behind the test publisher's norm), achievement test results for migrant children indicate that reading should continue to be emphasized and the emphasis on mathematics should be increased. Individual project gains are recorded in the respective individual project evaluation reports.

Table XII and the accompanying graphs showing achievement trends may be the most revealing information to come from the testing programs for migrant children in North Carolina. These results, extracted from North Carolina's annual testing program, demonstrates the mounting deficit suffered by the migrant children as they continue in school. This achievement pattern is similar to those reported in previous evaluation reports. This is true even though the source of statistics reported in years prior to 1977-78 was a compilation of test results from many different tests administered by the LEAs. Reported results in 1977-78 included a combination of scores from locally administered standardized tests and state-wide testing results, and the test scores included in this report are derived entirely from the state-wide testing program.

The results of standardized tests administered at the local level were reported to the state migrant office, and individual test scores were entered on the students' records. This achievement data was filed by the state migrant office but was not used in compiling this report.

In reference to the reporting of test results it should be noted that the reaction of the Migrant Program Branch of the U. S. Office of Education toward the use of state-wide testing program data was positive. Correspondence from the U. S. Office of Education states,

> "The use of statistics from the Statewide testing program, which uses the same tests for all children, rather than a compilation of test results from many tests in different LEAs, is an improvement in the transmittal of consistent achievement data. This information provided a clear picture of academic achievement for migrant children across the State."

All test results indicate that North Carolina migrant students are progressing at a rate comparable to most compensatory education students, and that over a four-year period gains in reading and mathematics have been improved. Statistical methods by which portions of these gains may be attributed to the regular school offerings and the supplementary migrant programs were not employed in the evaluation. Such elaborate measures could be recommended, but such evaluation designs would far exceed the state evaluation requirements and would possibly exceed the limits of financial feasibility.

In reference to the evaluation of the state migrant program, other comments from the Migrant Program Branch were:

> "Coordination between the Migrant Education Program and other agencies in the State appeared to be very extensive. Future evaluation reports might be strengthened by elaborating on the kinds of services received through this cooperative effort.
>
> "Community involvement seemed to be well developed. The good relationship which the Migrant Education Program seems to have developed with the community is helpful in encouraging contributions of time and resources to the improvement of the Migrant Education Program.
>
> "The presentation of the attainment of State objectives, other findings, and recommendations for program improvement was very informative. It reflects careful analysis of what the Migrant Education Program has accomplished and what further steps need to be taken."

The Migrant Program Branch made one recommendation for improving the state migrant education project. That recommendation was that, "greater efforts should be made to identify particular exemplary projects in the State and describe them more fully in the evaluation report."

Addressing this recommendation, the State Migrant Office has included fuller descriptions of two projects in this evaluation report. This does not mean that these two projects have been judged to be the best in the state. It does mean that the projects were noteworthy, and that the organization, curriculum, activities, staffing patterns and other related factors might be effective if duplicated or adapted by other projects.

EXEMPLARY PROGRAM COMPONENTS

For years it was the policy of the Migrant Education Section to recognize exemplary activities in the local projects. This was valuable in bringing about some desired changes in other local projects. The 1974 evaluation report discarded this practice because of the outstanding qualities of one local project and one activity carried out at the state level. These two projects were highlighted in the 1974 evaluation report. From that time until the present it has been the policy of the State migrant office to select and highlight one outstanding characteristic of each of the projects operated within the state.

Beginning with this report the state evaluator plans to include a more detailed description of at least two projects which seem to hold unusual promise of success in meeting the needs of migrant children.

There was a period of several years when the highlights of exemplary components of summer migrant projects were selected for inclusion in the annual evaluation report. The selection of noteworthy project components now takes into consideration both regular school term projects and summer term projects. Therefore, the outstanding features of the local projects described below may relate to either type of project.

Alamance County

The state evaluator commends Alamance County for the efforts which went into providing an effective individualized program of instruction for each of the migrant children, including those who had little or no English-speaking skills.

Bertie County

The Bertie County regular school term migrant project is recognized for its effective scheduling of instruction. The implementation of a new schedule in most of the project schools allowed the migrant children to be tutored in rotating time blocks. Such a schedule made it possible to provide the tutorial instruction without having the student miss any instruction in their regular classes.

Bladen County

One of the primary strengths of the Bladen County migrant project was the efforts made by the instructional staff to improve the self-confidence of the migrant students. As a result of the project activities and the personal contacts with teachers and parents, and students attained a greater degree of self-pride and positive attitudes toward school and learning.

Camden County

The summer migrant education project in Camden County is to be commended for expanding the project to include a lunch program. The project continues to enjoy outstanding coordination between the migrant project and the Title I activities.

Chatham County

The migrant project in Chatham County was an excellent example of coordination of the migrant program's instructional activities with those provided through the regular school program and other federally funded projects.

Chowan County

Outstanding coordination of field trips with classroom studies made the Chowan County summer migrant project more effective.

Columbus County

The major strengths of Columbus County's summer migrant education project was the high degree of correlation between the basic skills subjects and special interest courses. All students shared common interests and a common goals through the pursuit of excellence. This was the result of the token reward system used during the project to help develop better understanding of banking activities.

Cumberland County

A noteworthy feature of Cumberland County's summer migrant education project was the effective utilization of commercial and teacher-made instructional materials. As a result, more individual student needs were met and the project achieved more of its objectives.

Duplin County

The major strength of Duplin County migrant education project was the staff's use of various teaching methods to make learning more practical and personal. As a result more individual student academic and social needs were met.

Edgecombe County

The dissemination of program information from the Edgecombe County migrant education project was unequalled. Seven newspaper articles during the year relating to the project demonstrate the attention given to this program component by the local project staff and the cooperation of the local press.

Gates County

The support provided from the central office enabled the Gates County summer migrant project to operate effectively in an air conditioned setting.

Greene County

One strength of Greene County's migrant project was the utilization of ideas and teaching techniques which were presented at state-sponsored staff development workshops. Through the knowledge gained at these workshops tutorial teachers were able to devise various methods and strategies for meeting the individual needs of the students.

Guilford County

Guilford County was unique in its cooperation with adjacent Rockingham County. This cooperation made it possible for the migrant children in Rockingham County to benefit from the project administered through Guilford County.

Halifax County

The laboratory setting during the regular school term migrant project at two of the project schools in Halifax County and the individual programs of instruction for the migrant children was commendable.

Harnett County

Interagency and community participation in Harnett County summer migrant education program is commendable. Volunteers from schools and churches, and individuals from the community enabled the project to fully meet all of its objectives for instructional and supportive services.

Haywood County

The outstanding feature of Haywood County's summer migrant education project continues to be the individual assessment of student needs and the individual programs of study to meet the needs identified.

Henderson County

The effectiveness of the instruction in the summer migrant education project was exemplary. This was the result of attention to the individual needs of of students and the organization of the school day to provide for the necessary individual and small group instruction to meet those needs.

Hertford County

Hertford County is recognized for the support of the support provided for the summer migrant education project by the school administrator and the extensive interagency involvement.

Hoke County

The effective use of multi-level, multi-ethnic and multi-media math materials continues to be the major strength of Hoke County's migrant project. This highly individualized approach ensured a greater degree of success for the majority of the students.

Johnston County

Inter-agency and community participation in Johnston County's summer migrant education project is commendable. The East Coast Migrant Head Start Project, community volunteers and an additional project site enabled the program to serve more students from widely separated parts of the county.

Lenoir County

A noteworthy feature of Lenoir County's summer migrant education project was the token reward system. This system enabled students to gain valuable experiences in consumer math while providing motivation for academic achievement.

Lincoln County

Lincoln County is to be commended for its early involvement of the parent advisory committee in the planning and operation of the migrant education project.

Martin County

The coordination of health and social services provided through Martin County migrant education projects was an outstanding example of hard work and dedication to the task of improving the lot of migrant children.

Maxton City

Instruction in the area of occupations was one of the strengths of Maxton City's summer migrant education project. Students made garments in sewing classes. They also had opportunities for sensory learning experiences in the shop classes.

Montgomery County

A noteworthy feature of Montgomery County's migrant project was the staff development. Due to the staff's participation in local and state-sponsored staff development workshop, more individual students needs were met, and a better record keeping system was developed.

Moore County

A noteworthy improvement has been accomplished in the record keeping system in Moore County's migrant education project.

Nash County

The in-service training in Nash County's regular school term project is outstanding. Instructional personnel engage in regularly scheduled sessions of staff development on topics relating to the use of teaching materials, tutorial techniques and discipline.

Northampton County

Active support from the central office and the school administrator was the high water mark of the Northampton County summer migrant education project.

Orange County

The Orange County migrant project showed evidence of the efforts which were made to meet the recognized needs of the students.

Pasquotank County

Pasquotank County continues to make a special effort to maintain the excellent coordination of program activities which has characterized this project in the past.

Perquimans County

The Perquimans County summer migrant project is to be congratulated on the outstanding parent input which was evident. Several "parent days" were held during the instructional day, and the attendance at these events was excellent.

Pitt County

An outstanding feature of the Pitt County migrant education project was the coordination of the instruction with the regular classroom activities. All diagnostic tests were shared with the regular teacher, and personal conferences between the migrant instructor and the regular teacher made a coordinated input into specific areas of instruction possible.

Red Springs City

One of the strengths of Red Springs City's migrant education project was its effective utilization of ideas and techniques introduced during staff development workshops.

Richmond County

One of the major strengths of Richmond County's summer migrant education project was the facilities. The cool, comfortable building helped create an atmosphere conducive for learning.

Robeson County

A noteworthy feature of Robeson County's summer migrant project was the conscious effort to meet the needs of the children through the use of methods and techniques presented at the state-sponsored staff development workshops.

Rockingham County

The efforts of Rockingham County to provide instructional services to children with little or no English-speaking ability is recognized as noteworthy.

Sampson County

An outstanding feature of the Sampson County summer migrant education project was the effective utilization of commercial and teacher-made materials.

Scotland County

The "Learning City" theme employed in the Scotland County migrant education project continued to provide a unique and innovative learning atmosphere for migrant children.

> Learning City was designed to provide children of migrant workers with experiences in the fundamentals of reading, mathematics, science, music, art, and basic athletic skills.
>
> Special emphasis was placed on reading, which was correlated with each of the other subjects. In addition, a primary reading/social studies area was located in the Tiny Town Community of Learning City.
>
> This is the way it worked:
>
> A mall-type seting was created for Learning City out of materials donated or lent by parents, people in the community, businesses, and agencies other than the school. The industries in Learning City were the various branches of study. These included reading and creative writing, mathematics, science, music, art, and physical education. To encourage study and to develop a serious attitude toward learning, each industry payed its workers skill notes on a piece-work basis.

These skill notes could be deposited in the bank (Migrant Savings and No Loans Bank) where they safely accumulated for future use. Or they could be spent immediately--buying candy, toys, books, and so forth at the Mall Gift Shop. Most of the items in the Gift Shop...and all of the major ones...were donated by businesses in Laurinburg.

Learning City Radio WMAG (We Migrants Are Great) broadcast daily news spots and special programs prepared by Learning City-ites.

The City "rag," LEARNING CITY NEWS, was written and printed by Learning City reporters. It provided more complete coverage of City news items, and reports on Learning City enterprises.

The Learning Mall Cinema featured local "live" entertainment as well as slide shows.

Each business enterprise (reading and creative writing, mathematics, science, art, music, and physical education) was conducted in such a fashion that reading became a requisite of employment. Workers learned to read, pronounce, spell, understand, and use those many new words that arise so frequently in these occupations.

In addition to the LEARNING CITY NEWS, each citizen received an out-of-city newspaper daily. These papers were used in their work and taken home each evening for their families' perusal. Any citizen who read and reported on ten books was awarded a book for his home library.

The Mayoress' and the Sheriff's offices were in the City Hall. The Mayoress was Mrs. Nelson, who was in charge of all Learning City activities. The person acting as Sheriff changed from day to day as the job was awarded to different eligible citizens. The work did not change, however. Disruptive citizens were haled into court and fines were levied according to a posted schedule. Embezzling was not listed on the schedule; but in the early days of Learning City, a teller was caught with his (her?) fingers in the till and was appropriately dealt with. Fines were paid in hard-earned skill notes. The citizenry of Learning City was remarkably hard working and law abiding!

Visitors were welcome in Learning City. An appointment for a guided tour of the City (including Tiny Tot Community) and of the business enterprises located there could be made by contacting W. L. Baker, Director of the migrant education project in the Scotland County Schools.

St. Pauls City

A noteworthy feature of St. Pauls City's migrant education project continues to be the interest generated in reading activities through the use of commercial and teacher-made material.

Surry County

Surry County provided an opportunity for the migrant children enrolled in the summer migrant project to participate in learning activities.

Tyrrell County

Excellence in carrying out the identification and recruitment activities and the home-school coordination in the Tyrrell County migrant education project were noteworthy.

Wake County

The most noticeable feature of Wake County's migrant education project was the intensive recruitment effort which extended throughout the year.

Washington County

The Washington County regular school term migrant project in reading skill building allowed all students to progress individually and at their own pace. As a result students in grades 2-8 showed an average gain of 8 months.

Wayne County

One noteworthy feature of Wayne County's migrant education project was the Contempo Lab Program. This diagnostic/prescriptive approach enabled students to gain experience in dealing with everyday-life problems.

Wilson County

Wilson Countys' summer migrant project had an excellent, in-depth bilingual component in which nearly half of the staff were fluent in Spanish.

Yadkin County

Yadkin County is to be commended for employing a bilingual staff to provide a bilingual/bicultural program of instruction for the bilingual and Spanish-speaking children which constituted the enrollment in their summer migrant education project.

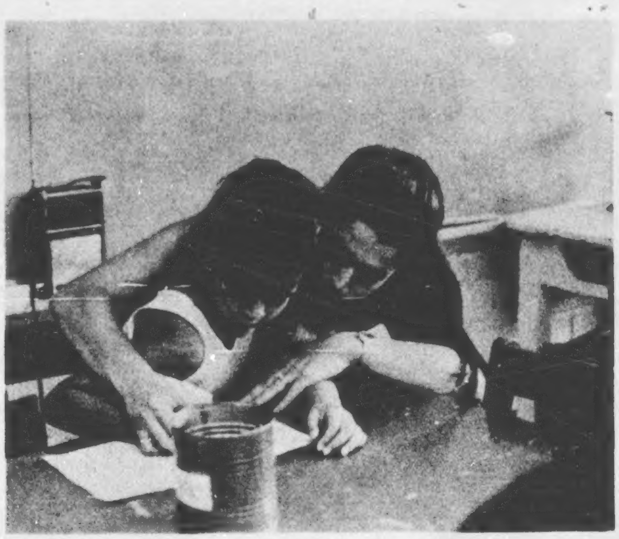
Kindergarten children were carefully assessed and a curriculum to meet the individualized needs of each child was developed. The children were placed in an enriched environment and took part in learning activities through creative expression. Some who displayed a readiness were introduced to numbers and the English alphabet.

Classroom organization for all the children involved interest centers, small group activities and creative exploration. Bilingual curriculum materials were made by the teachers or purchased with care in order to meet specific needs of the children.

Teaching techniques varied, but one often used was to arouse the students' curiosity with questions and then guide the student through the learning experience. The use of English was encouraged as a technique of learning, but Spanish was used as a tool for communication.

Art, music and other cultural activities were integrated with the academic disciplines and the older children were introduced to prevocational and occupational instruction.

The project worked closely with Migrant and Seasonal Farm Workers Association (MSFA), the CETA program and the local departments of health and social services. MSFA supplied a clerk/aide for the project; aides were provided through the CETA program; the health department provided for health screenings and referrals; and the social services department assisted by informing migrant families in the area of the availability of educational services for their children.



CHAPTER IV

SUMMARY AND RECOMMENDATIONS

SUMMARY

All available information indicates that the North Carolina Migrant Education Program is adequately meeting the legislative requirements and the national program objectives. It is meeting the state goals for the program and has developed an effective procedure of delivering services to eligible migrant children through indirect administration of project activities through the local educational agencies. Correspondence from the Office of Education indicates that "the North Carolina Evaluation Report is very well done." The SEA has done a good job of pulling together individual LEA evaluation reports into a cohesive analysis of the degree to which program objectives have been achieved. The greatest value of the report is derived from the effective use made of it at the State and local level in providing constructive feedback and guidance for future program improvement."

Priorities set the emphasis, and objectives give the focus to the state program. Exemplary activities were noted in the regular and summer term projects. The recommendations of the local project directors were carefully analyzed and the state migrant staff made their own recommendations for improving local projects. The practice of presenting the local evaluation report findings to the LEAs by means of a recorded tape was continued and the taped evaluations were expanded to contain reactions to the local project directors' recommendations. Program support for the state migrant education program was obtained through cooperative agreements with the Migrant and Seasonal Farm Workers Association. A total of five (5) new projects were initiated during the year.

All local projects used some form of achievement testing to document attainment of objective. In addition, the annual statewide testing program provided more than 12,000 test scores for migrant children. An achievement status calculated from these scores reveals that, compared to national norms, the migrant children face mounting deficits as they progress through the school grades. This achievement status also shows that the migrant children are below the state averages in all areas, and that the achievement of migrant children is approximately the same as that of children enrolled in the regular ESEA Title I programs in North Carolina.

RECOMMENDATIONS

Recommendations for continued improvement and greater effectiveness in the migrant education program fall naturally into two categories - SEA project management and the LEA program management.

In addition to the following recommendations relating to SEA and LEA program management, it should be noted that additional recommendations for the individual migrant projects were made in the State's evaluation of the local project. These recommendations are contained in the written and taped reports which have been prepared for each of the LEAs.

SEA PROGRAM MANAGEMENT

1. *The state migrant office should require the LEAs to conduct needs assessments according to the provisions contained in the Migrant Education Administrative Guide.*

   One of the requirements set forth in the migrant program regulations is the assessment of the needs of migrant children. If the migrant program is to meet its mandate "to meet the special educational needs of migratory children of migratory agricultural workers and migratory fishermen" it first becomes necessary to find out what those needs are.

   It was noted from the local evaluation reports that some LEAs did not have a specific objective relating to needs assessment. While this evaluator concedes that needs may be assessed without having a project objective relating to this program function, it seems reasonable that such an objective would serve to remind local project personnel of this requirement.

   It was also noted that even though this objective was included in the 1978 annual evaluation report, appropriate action was not taken to assure that it was followed. Therefore, it is the recommendation of this evaluator that the state migrant staff review the local project applications for the specific purpose of determining whether they have included a project objective relating to assessment of students' needs. If it is found that such an objective is not included in a local project application, appropriate action should be initiated.

2. *The state migrant office should continue to seek improvement in the continuity of the educational programs of migrant children.*

   The first priority of the state migrant education continuity. Activities which can be cited to indicate an effort in this direction are the participation in the Migrant Student Record Transfer System, the participation of the state and local projects at the east coast regional migrant education conference, the attendance of the state migrant program director at other regional and national conferences, and the use of out-of-state consultants in the State-sponsored workshop in North Carolina.

   Probably the greatest single activity to provide continuity of program for the migratory children is the recording of education skills on the students' records. The state educational agency should continue to cooperate with the national migrant data center in this effort. It should also continue the training of local project personnel in the procedures necessary to carry out this function and refine the processes so that they can be carried out with the greatest efficiency and least probability of error.

3. *The state migrant office should continue to provide technical assistance to local school personnel in conducting surveys and developing new migrant projects.*

Experience during the past year has demonstrated that a concentrated effort to identify migratory children can bear positive results. During the period covered by this report 5 new projects serving a total of 1,099 children has resulted from the surveys conducted in the local school units by members of the state migrant staff. Such efforts should be continued in those areas of the state where there seems to be a liklihood that sufficient numbers of children might be located to make it feasible to develop a project for them.

4. *The state migrant office should revise the migrant education program forms.*

Changes in program regulations and new interpretations of existing regulations makes it necessary to assess the effectiveness of program forms in carrying out program functions. For this reason it is recommended that attention be given to the revision of existing forms in order to keep them in line with program requirements.

5. *The state migrant office should cooperate with local migrant projects in conducting MSRTS enrollment validation studies.*

Program credibility is maintained through validation of the enrollment of migrant children in the program. Discrepencies in the enrollment of children in the local projects and in the migrant student record transfer system should be held to a minimum. Also, there should be no question about the eligibility of any child enrolled in the program to participate in program activities and derive benefits from program funds. Therefore, it is recommended that the State migrant office, with assistance and cooperation of the LEAs, continue to carry out validation studies in the local migrant projects.

6. *The state migrant office should revise program publications in order to keep them up-to-date.*

During the past years and months publications have been developed and published to assist local project directors in the administrative details of project operations.

As new regulations are published and new interpretations are given to existing regulations, it becomes necessary to revise the manuals and guides used in the administration of the projects. Therefore, it is recommended that the state migrant office make a careful study of the various program guides and other publications. Where the information is erroneous or out-of-date, the publication should be revised to conform with program requirements.

7. *The state migrant office should continue to cooperate with other governmental and private, non-profit agencies in providing comprehensive services to migrant families.*

   In the past there has been a high degree of cooperation by the state migrant education office with other agencies of government and private, non-profit organizations. This has resulted in the extension of services to eligible families, reduction of the overlapping services by the agencies involved, open lines of communications among the agencies, and understandings of the areas of responsibilities of each agency and the services which each is able to provide.

   The organization through which this cooperation is effected is the State Advisory Committee on Services to Migrants. Through interagency discussions, migrant children have been provided health and social services support through the Department of Human Resources, day care services through the Migrant and Seasonal Farmworkers Association (MSFA), psychological services through the Division of Mental Health and supplementary school support through MSFA. Dissemination of program information and public support of the program has been provided through a joint project of the National Education Association and the North Carolina Association of Educators.

   This support through other agencies and organizations has allowed the state migrant office to concentrate its efforts on the academic progress of the migrant children and extend educational services to a greater number of eligible children.

   In order to realize the financial advantage of this kind of support in future programs, it is recommended that this kind of interagency cooperation be continued.

8. *The state migrant office should continue to use effective evaluation procedures.*

   The evaluation process for the migrant education program has experienced changes throughout the years. As these changes have occurred the evaluation process has become more effective and the evaluation reports have reflected a more accurate picture of the achievement and status of the migrant children enrolled in the program. The state evaluation report, the local project evaluation reports and the taped evaluation of the local projects have become outstanding instruments for the improvement of services to migrant children.

   Because of the positive manner in which the local reporting on cassette tapes has been received, the menaingful use of statistical information from a state-wide testing program has been used and the recognition which has been directed to the evaluation practices in North Carolina, it is recommended that these and other effective procedures be continued.

9. *The state migrant office should continue to support the State Migrant Parent Advisory Committee activities.*

North Carolina's State Migrant Parent Advisory Committee has been in operation for more than two years. During this period of time it has provided a valuable tool for the support of the migrant education program and an open forum for parents. In the meetings of the local parent advisory committee local concerns are brought to light. Representatives from the local committees bring these concerns to the State Migrant Parent Advisory Committee and as they are aired, solutions are developed through interaction with appropriate program personnel.

In order to continue to strengthen the parent committee and to maintain the support of the parents, it is recommended that the state migrant office continue its support of the committee and its work.

10. *The state migrant office should continue its efforts to improve program operations through staff development.*

The staff development activities sponsored by the State migrant office have been the source of pride in the past. Through these efforts there has been a noticeable improvement in the quality of program offerings and project organization. Still there is a need for such activities, particularly in view of the changing requirements of the program from the national level.

Record clerks and recruiters need to be constantly up-dated on skills and techniques and provided instruction in new procedures required to implement new phases of the Migrant Student Record Transfer System.

Local project recruiters should be given assistance in order to understand the importance of their jobs and to learn how to accomplish it most effectively.

Local project directors and other local project staff members should be involved in workshops where they can improve their techniques in evaluating their migrant education projects.

It is therefore recommended that the state migrant office maintain a constant effort to meet the staff development needs of all persons involved in the education of migrant children.

LEA PROGRAM MANAGEMENT

1. *The local educational agencies should provide bilingual-bicultural programs for Spanish-speaking children in their migrant projects.*

This recommendation is continued from previous evaluation reports. Notable progress has been made in the area of bilingual instruction since this recommendation was first made. Many projects have employed Spanish-speaking teachers or aides and some projects have provided bicultural and Hispanic cultural instructional materials to be used by children with little or no English-speaking ability.

Notwithstanding the progress that has been made by some local projects in providing bilingual-bicultural programs for non-English speaking children, it is recommended that in those projects where children with little or no English-speaking facility are enrolled, every effort should be made to provide a meaningful program of instruction in the children's dominant language.

2. *The hours of operation of local summer migrant projects should be during the part of the day which would allow the greatest number of migrant children to receive the greatest benefit from the program.*

It is noted that despite the recommendation of the previous evaluation report some projects are operated at odd hours, afternoons, evenings and into the night. It was also noted during monitoring visits that young children were attending programs which extended into the late evening. They were unable to participate fully in the project activities because of sleepiness and fatigue. This evaluator has some serious doubts about the effectiveness of such programs. It is his strong belief that such projects are not effective, that they are non-productive, that they are not economically feasible in terms of demonstrated student gains and that the children would benefit more from program activities if they were carried out during the morning and early afternoon hours.

Children would be able to participate more fully during the earlier part of the day because they would be more alert.

These are also the times when the parents are normally working in the fields and would appreciate having the children cared for in a learning environment. Therefore, it is recommended that the local educational agencies give careful consideration to such factors as recruitment, age of pupils, attendance, transportation, food service, program coordination, etc., and schedule project activities for the convenience and benefit of the greatest number of migrant children.

3. *The local educational agencies should continue to make a concerted effort to enroll all eligible children and youths at the secondary school level in the regular school term migrant projects.*

An analysis of the age and grade placement of migrant children enrolled in the migrant education program indicates that much attention continues to be given to the enrollment of the eligible children in the elementary schools.

With a degree of added emphasis on enrolling eligible children in the secondary school into the projects last year there was an increase of 333 enrollments. When this figure is taken on a percentage basis it indicates that there has been less than one percent increase in the enrollment of children in grades 9-12. It is therefore recommended that all eligible children in the LEA, regardless of grade level, be enrolled in the migrant project and entered in the Migrant Student Record Transfer System.

4. *Local project directors should make every reasonable effort to secure supporting services from other agencies and organizations.*

This recommendation is repeated from the previous evaluation report. Through the activities of the State Advisory Committee on Services to Migrants the state migrant office has been able to establish lines of communication with other agencies and organizations serving migrant families. Knowledge of programs and services is available from each of the member organizations of this committee. It has been through the exchange of information and establishment of these lines of communication that the state migrant education office has been able to secure personnel from the Migrant and Seasonal Farm Workers Association. This cooperative effort should be continued.

At the same time there should be a concerted effort on the part of local project directors to secure the services of other agencies. Home-school coordinators and other liaison personnel should seek the assistance of local departments of health, social services and other governmental agencies and organizations so that the delivery of their services will have an impact on the migrant family, and thereby support the educational program for the children in the family who are enrolled in the migrant education program.

While it may be easier, simpler and possibly quicker to provide supporting services by planning and budgeting for them in the project application, it should be remembered that funds available under this program are to be used for educational purposes; and that if the project attempts to provide excessive supporting services to the migrant children, it may be usurping the responsibility of some other governmental agency or providing a duplication of service to the migrant family.

5. *Local education agencies should give attention to the development of individual written educational plans for each student enrolled in the migrant education program.*

In addition to the assessment of student needs, regulations for the program (paragraph 116.47) require that the state educational agency encourage LEAs to provide for each child enrolled in the program, "an individualized written educational plan (maintained and periodically evaluated)..."

Local project directors and project planners should insure that the provision of the regulations is carried out. Individualized programs of instruction should be based upon individual needs assessments and individual performance should be evaluated in terms of specific objectives. Performance objectives should be individualized to the needs, program of study and abilities of the individual for whom they are developed; and the entire program, including performance objectives, should be evaluated periodically to assure that the individualized program of instruction is relevent to the needs of the student and that the student is making satisfactory progress toward meeting the stated objectives.

Individualized written programs of studies for some of the migrant children have been observed in summer school programs. Such prescriptive programs have been observed less frequently during the regular school term projects.

Analysis of test results seem to indicate that in those projects where individualized programs of study are written for the pupils and where constant evaluation of student progress, modification of the written prescription and methods of instruction are carried out, there is a decided increase in the rate of pupil achievement. It is therefore recommeded that all project administrators give close supervision to this program requirement.

6. *Local project directors should give more emphasis to the established priorities of the state program.*

The first priority of the state program is to provide for continuity in the education of migrant children. The second priority is the establishment of summer projects for currently migratory children. Analysis of enrollment figures from the summer projects of 1978 and 1979 indicates that there has been a net decrease in enrollment of currently migratory children. This decrease has occurred despite the overall increase in enrollment and the establishment of five new projects in the state during the period covered by this report. (Three of the five new projects carried out summer projects for migrant children). The decrease in enrollment of currently migratory from 1978 to 1979 was 529.

The numerical decline in intrastate migrants which was noted in the evaluation report for 1978 continued sharply in 1979. The summer enrollment of intrastate migrants accounts for 376, or more than half of the total decrease.

If the State migrant program is to reach the maximum number of currently migratory children it will be essential to provide project services to them. Therefore, it is the strong recommendation of this evaluator that the local project administrators initiate whatever action is necessary to develop summer migrant projects in each of the LEAs where a concentration of migrant children has been identified, and that a concentrated effort be made to identify and enroll the currently migratory children into the projects.

7. *Local recruiter-clerks should be punctual in transmitting student information to the Migrant Student Record Transfer System terminal operator.*

It is impossible to emphasize too strongly the necessity for punctuality in transmitting student information to the terminal operator so that it can be placed on the data base. Recruiters and clerks should complete the necessary certification of eligibility forms on the students as they are identified. Following this identification and certification, there should be no delay in transmitting enrollment information (either the MDT or record transfer form) to the terminal operator. This enrollment data should not be retained at the project level until large numbers of documents are accumulated, but should be sent to the terminal as the documents are completed. This may mean that a communication to the terminal operator might be dispatched two or three times per week during periods of initial project enrollment. After the greater masses of children have been enrolled in the record transfer system the need for such frequent communications may diminish so that a once a week transmittal of enrollments, up-dating information and withdrawals will maintain an acceptable level of operation.

It is important to enroll a child in the record transfer as quickly as possible, but it is just as important to transmit up-date and withdrawal information to the terminal operator as the information is generated or when the child withdraws from the project or the project ends.

North Carolina has enjoyed a high degree of proficiency in its MSRTS activities, but even greater proficiency can be demonstrated if local recruiters-clerks or other responsible project personnel will follow this recommendation.

APPENDIX

TABLE I

NORTH CAROLINA'S 1979 MIGRANT EDUCATION PROJECTS

LEA	Regular School Term Project	Summer Term Project
Alamance County	X	
Bertie County	X	X
Bladen County	X	
Camden County	X	X
Chatham County	X	
Chowan County	X	X
Columbus County	X	X
Cumberland County	X	X
Duplin County	X	
Edgecombe County	X	
Gates County	X	X
Greene County	X	
Guilford County	X	
Halifax County	X	X
Harnett County	X	X
Haywood County	X	X
Henderson County	X	X
Hertford County	X	X
Hoke County	X	
Johnston County	X	X
Lenoir County	X	X
Lincoln County	X	
Martin County	X	X
Maxton City	X	X
Montgomery County	X	
Moore County	X	
Nash County	X	X

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TABLE I - (Continued)

NORTH CAROLINA'S 1979 MIGRANT EDUCATION PROJECTS

LEA	Regular School Term Project	Summer Term Project
Northampton County	X	X
Orange County		X
Pasquotank County	X	X
Perquimans County	X	X
Pitt County	X	
Red Springs City	X	X
Richmond County	X	X
Robeson County	X	X
Rockingham County	X	
Sampson County	X	X
Scotland County	X	X
St. Pauls City	X	
Surry County		X
Tyrrell County	X	
Wake County	X	
Washington County	X	X
Wayne County	X	
Wilson County	X	X
Yadkin County	X	X

TABLE II

SUMMER MIGRANT PROJECT SCHEDULES

LEA	Daily Schedule	Staff Hours Per Day	Total Days Operated
Bertie	8:30 a.m. - 3:30 p.m.	7	29
Camden	8:00 a.m. - 1:00 noon	5	25
Chowan	7:45 a.m. - 1:30 p.m.	5.45	36
Columbus	3:30 p.m. - 7:30 p.m.	4	30
Cumberland	8:30 a.m. - 2:30 p.m.	6	25
Gates	8:00 a.m. - 2:00 p.m.	6	25
Halifax	8:00 a.m. - 2:30 p.m.	6.5	30
Harnett	7:30 a.m. - 3:00 p.m.	7.5	25
Haywood	8:00 a.m. - 3:30 p.m.	7.5	36
Henderson	8:00 a.m. - 4:00 p.m.	8	33
Hertford	8:00 a.m. - 2:00 p.m.	6	30
Johnston	8:00 a.m. - 4:00 p.m.	8	30
Lenoir	5:00 p.m. -11:00 p.m.	6	30
Martin	8:00 a.m. - 3:00 p.m.	7	30
Maxton	7:00 a.m. - 1:30 p.m.	6.5	25
Nash	8:00 a.m. - 4:00 p.m.	8	30
Northampton	7:30 a.m. - 3:30 p.m.	8	26
Orange	8:00 a.m. - 2:30 p.m.	6.5	38
Pasquotank	8:00 a.m. - 4:00 p.m.	8	30
Perquimans	8:00 a.m. - 2:00 p.m.	6	25
Red Springs	7:45 a.m. - 1:45 p.m.	6	25
Richmond	8:00 a.m. - 3:00 p.m.	7	35
Robeson	8:00 a.m. - 3:00 p.m.	7	30
Sampson	8:30 a.m. - 3:30 p.m.	7	32
Scotland	8:00 a.m. - 2:00 p.m.	6	26
Surry	8:00 a.m. - 1:00 p.m.	5	25
Washington	7:50 a.m. - 3:30 p.m.	8.5	25
Wilson	7:45 a.m. - 3:00 p.m.	7.25	20
Yadkin	8:15 a.m. - 1:15 p.m.	5	20

TABLE III

ENROLLMENT SUMMARY BY MIGRANT STATUS*

REGULAR SCHOOL TERM - 1978-79

LEA NAME	STATUS 1	STATUS 2	STATUS 3	STATUS 4	STATUS 5	STATUS 6	TOTALS
Alamance County	28	19	87	0	0	0	134
Bertie County	23	29	178	0	0	0	230
Bladen County	2	38	36	0	0	0	76
Camden County	28	39	24	0	10	0	101
Chatham County	27	40	23	0	1	0	91
Chowan County	14	33	106	0	1	16	170
Columbus County	193	126	520	0	0	0	839
Cumberland County	18	87	456	0	0	0	561
Duplin County	49	39	217	0	0	0	305
Edgecombe County	6	71	148	0	0	0	225
Gates County	7	8	153	0	0	0	168
Greene County	4	27	168	0	0	0	199
Guilford County	10	18	46	0	0	0	74
Halifax County	84	58	217	0	0	0	359
Harnett County	41	41	128	0	0	0	210
Haywood County	89	21	49	0	0	0	159
Henderson County	207	23	1	0	0	0	231
Hertford County	37	36	268	0	0	0	341
Hoke County	4	13	62	0	0	0	79
Johnston County	224	58	69	0	0	0	351
Lenoir County	23	79	147	0	0	0	249
Lincoln County	36	67	2	0	0	0	105
Martin County	27	55	137	2	0	0	221
Maxton City	9	105	94	0	0	0	208
Montgomery County	5	21	95	0	0	0	121
Moore County	25	27	135	0	0	0	187

TABLE III (Continued)
ENROLLMENT SUMMARY BY MIGRANT STATUS*
REGULAR SCHOOL TERM - 1978-79

LEA NAME	STATUS 1	STATUS 2	STATUS 3	STATUS 4	STATUS 5	STATUS 6	TOTALS
Nash County	97	45	180	0	0	0	322
Northampton County	26	25	117	0	0	0	168
Orange County	10	30	62	0	0	0	102
Pasquotank County	34	45	134	3	0	4	220
Perquimans County	8	20	100	1	2	1	132
Pitt County	0	30	202	0	0	0	232
Red Springs City	2	98	166	0	0	0	266
Richmond County	2	69	308	0	0	0	379
Robeson County	25	150	203	0	0	0	378
Rockingham County	10	34	33	0	0	0	77
Sampson County	240	60	123	0	0	0	423
Scotland County	9	55	371	0	0	0	435
Saint Pauls City	6	38	87	0	0	0	131
Tyrrell County	8	0	21	0	4	19	52
Wake County	14	23	173	0	0	0	210
Washington County	16	13	118	0	0	0	147
Wayne County	13	11	61	0	0	0	85
Wilson County	77	21	63	0	0	0	161
Yadkin County	53	79	51	0	0	0	183
TOTALS	1,870	2,024	6,139	6	18	40	10,097

*Status 1 = Agriculture/interstate
Status 2 = Agriculture/intrastate
Status 3 = Agriculture/formerly migratory
Status 4 = Fishing/interstate
Status 5 = Fishing/intrastate
Status 6 = Fishing/formerly migratory

TABLE V

NUMBER OF CHILDREN SERVED BY AGE AND GRADE*

Regular School Term 1978-79

	Age																	
Grade	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20+	Total
12													2	82	162	66	18	330
11												6	115	204	63	16	4	408
10											13	127	256	123	50	5	4	578
9										13	158	323	178	62	10	2		746
8									28	208	394	221	58	16	4			929
7								30	214	399	213	55	22	2				935
6							43	246	407	226	63	16						1,001
5						39	256	452	211	54	13	2						1,027
4					46	226	401	218	56	6	4							957
3				33	275	447	185	47	14	14								1,015
2			35	216	392	163	19	6	4									835
1		32	226	363	113	16	6	4										760
K	119	198	222	29	8													576
Total	119	230	483	641	834	891	910	1,003	934	920	858	750	631	489	289	89	26	10,097

*Based upon information from the Migrant Student Record Transfer System. The figures reflect children in ungraded classes and children classified as educable or trainable mentally retarded attending special classes.

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TABLE IV

ENROLLMENT SUMMARY BY MIGRANT STATUS

SUMMER SCHOOL TERM - 1979

LEA NAME	STATUS 1	STATUS 2	STATUS 3	STATUS 4	STATUS 5	STATUS 6	TOTALS
Bertie County	15	7	149	0	0	0	171
Camden County	9	6	36	0	2	0	53
Chowan County	3	14	27	0	0	11	55
Columbus County	207	83	315	0	0	0	605
Cumberland County	5	11	140	1	0	4	161
Gates County	8	3	65	0	0	0	76
Halifax County	41	30	214	0	0	0	285
Harnett County	42	19	116	0	0	0	177
Haywood County	34	13	57	0	0	0	104
Henderson County	49	5	9	0	0	0	63
Hertford County	20	15	202	0	0	0	237
Johnston County	271	22	44	0	0	0	337
Lenoir County	12	85	51	0	0	0	148
Martin County	8	27	141	0	0	0	176
Maxton City	10	69	49	0	0	0	128
Nash County	182	0	0	0	0	0	182
Northampton County	22	24	151	0	0	0	197
Orange County	1	0	20	0	0	0	21
Pasquotank County	44	27	73	3	5	0	152
Perquimans County	2	8	46	0	0	2	58
Red Springs City	2	77	79	1	0	0	159
Richmond County	11	58	148	0	0	0	217
Robeson County	12	87	137	0	0	0	236
Sampson County	238	10	17	0	0	0	265
Scotland County	0	11	114	0	0	0	125
Surry County	8	13	37	0	0	0	58
Washington County	43	8	57	0	0	0	108
Wilson County	111	3	23	0	0	0	137
Yadkin County	65	0	0	0	0	0	65
TOTALS	1,475	735	2,517	5	7	17	4,756

*Status 1 = Agriculture/Interstate
Status 2 = Agriculture/Intrastate
Status 3 = Agriculture/Formerly Migratory
Status 4 = Fishing/Interstate
Status 5 = Fishing/Intrastate
Status 6 = Fishing/Formerly Migratory

TABLE VI

NUMBER OF CHILDREN SERVED BY AGE AND GRADE*

Summer Term - 1979

	Age 4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20+	Total
12													1	9	13	1	2	26
11												3	15	24	6	1	1	50
10											9	37	41	19	8		1	115
9										11	40	54	26	11	2			144
8									17	77	122	53	12	5	3			289
7								28	97	138	73	13	2	1				353
6							34	139	194	85	24	7						483
5						35	156	218	100	23	4	1						537
4					37	172	234	82	27	9	4							565
3				31	148	247	113	22	10	4								575
2			36	161	209	75	15	7	3									506
1		36	173	206	69	9	5	1										499
K	213	229	136	34	3													615
Total	213	265	345	432	466	538	557	497	448	347	276	168	97	69	32	2	4	4,756

*Based upon information from the Migrant Student Record Transfer System.

TABLE VII

LEA STAFF*

REGULAR TERM 1978-79

LEA	Directors	Teachers	Instructional Aides/Tutors	Nurses - Social Workers	Record Clerk	Other Program Personnel
Alamance County		1.50	.50		1.00	
Bertie County			6.00		.30	.70
Bladen County		1.00	.50		.50	
Camden County			3.00	.40		
Chatham County		1.00	.50		.50	
Columbus County	.25	2.00	11.00		.25	2.15
Cumberland County		4.00			.50	1.50
Duplin County	.06	3.00	3.00		.50	
Chowan County	.05	1.95		.50	1.00	
Edgecombe County	.05	4.00			.25	.75
Gates County	.10	1.00	4.00		.50	.50
Greene County	.10	2.00	1.00		.60	.90
Guilford County		1.00			.50	.50
Halifax County	.05	2.00	6.00	.25	.75	.25
Harnett County	.10	2.90		.50	.90	1.50
Haywood County		2.00	.50		.50	
Henderson County		3.00	1.50		.50	
Hertford County	.05	2.00	6.00		1.00	1.50
Hoke County		1.00			.50	.50
Johnson County	.06	1.00	4.00			1.00
Lenoir County		3.00	1.40		.30	.30
Lincoln County		1.00			.50	.50
Martin County	.05		3.00		.50	.50
Maxton City	.10	4.00			.50	.50
Montgomery County		1.00			.50	.50

TABLE VII (Continued)

LEA STAFF*

REGULAR TERM 1978-79

LEA	Directors	Teachers	Instructional Aides/Tutors	Nurses - Social Workers	Record Clerk	Other Program Personnel
Moore County		1.00	.50		.50	
Nash County	.20	3.00	8.50		.50	
Northampton County	.05	3.00	.50		.50	1.00
Orange County		1.00	.50		.50	
Pasquotank County	.06	3.00		.50	.50	
Perquimans County	.05	1.00	.50		.50	
Pitt County		5.00	1.00			
Red Springs	.20	4.00			.50	
Richmond County	.07	5.00	.50	.15	.50	
Robeson County		6.00			1.00	
Rockingham County	.10	1.00			1.00	
Sampson County	.10	5.00			.10	1.00
Scotland County	.05	4.00	.50		.50	
St. Pauls City		2.00	1.00		.50	
Tyrrell County		3.00			.50	.50
Wake County		3.00			.50	.50
Washington County		1.00	1.50		.50	
Wayne County		1.00			.50	.50
Wilson County			8.50		.50	
Yadkin County	.10	1.00			.50	.50
TOTALS	5.75	98.35	75.90	2.30	22.95	18.05

*Full-time equivalent positions.

TABLE VIII

LEA STAFF

Summer - 1979

	Director	Teachers	Aides	Nurses Social Workers	Record Clerks	Other Personnel
Bertie County	.75	8.00	6.00	1.00	.25	1.11
Camden County	.60	3.60	.60	.60	.60	2.70
Chowan County	1.00	1.40	2.50	.50	1.00	
Columbus County	.25	18.00	21.00		1.00	3.00
Cumberland County	.50	5.00	4.00		1.00	.50
Gates County	.10	5.00	4.00		.50	.50
Halifax County	.05	14.00	22.00	1.00	.75	2.25
Harnett County	1.00	9.00	6.00	.40	.90	2.60
Haywood County	.50	4.00	1.50		.50	5.50
Henderson County	1.00	3.00	2.00			3.40
Hertford County	.05	10.00	9.00		1.00	2.50
Johnston County	.06	12.50	9.00	2.00	1.00	5.50
Lenoir County	.25	7.25	2.45		.50	.75
Martin County	.05	3.00	3.00	1.00		2.67
Maxton City	.10	14.00	6.00			2.00
Nash County	.20	10.00	7.00		1.00	6.00
Northampton County	.25	8.00	7.00		1.00	3.95
Orange County		2.00	.60		.40	1.00
Pasquotank County	.10	10.00	9.00	.50	.50	3.00
Perquimans County	.05	5.00	1.00		1.00	5.00
Red Springs City	.50	12.00	13.00		1.00	2.25
Richmond County	.10	7.60	7.60	.90	1.00	1.05
Robeson County	.10	14.00	4.00		1.00	.90
Sampson County	.25	11.00	4.50	.50	.50	5.50
Scotland County	1.00	8.00	2.00		.50	.50
Surry County	1.00	7.00	7.00			
Washington County	1.00	7.25	9.00	.50	1.00	
Wilson County	.25	7.50	7.00	1.00	.50	4.50
Yadkin County	1.00	4.00	3.00			.50
Totals	11.86	231.10	183.15	9.90	18.40	75.13

*Full-time equivalent positions.

TABLE IX

RATIO OF PUPILS TO INSTRUCTIONAL PERSONNEL

Summer - 1979

LEA	Pupil-Instructor Ratio	LEA	Pupil-Instructor Ratio
Bertie County	12.2:1	Maxton City	6.4:1
Camden County	9.5:1	Nash County	10.7:1
Chowan County	14.1:1	Northampton County	13.1:1
Columbus County	20.9:1	Orange County	8.0:1
Cumberland County	17.9:1	Pasquotank County	8.0:1
Gates County	8.4:1	Perquimans County	9.7:1
Halifax County	7.9:1	Red Springs City	6.4:1
Harnett County	11.8:1	Richmond County	14.2:1
Haywood County	16.0:1	Robeson County	13.1:1
Henderson County	12.6:1	Sampson County	17.1:1
Hertford County	12.5:1	Scotland County	12.5:1
Johnston County	15.6:1	Surry County	4.1:1
Lenoir County	15.2:1	Washington County	10.5:1
Martin County	29.3:1	Wilson County	9.5:1
		Yadkin County	9.3:1

*All teachers and instructional aides were counted in the computation of the pupil-instructor ratio. This ratio does not include instructional personnel provided by other programs such as CETA, YWE, MSFA, etc.

TABLE X

DEGREE OF ATTAINMENT OF LOCAL PROJECT OBJECTIVES*

Regular Term - 1978-79

OBJECTIVES

1 = Not Met
2 = Not Documented
3 = Partially Met
4 = Fully Met

	LEA Project Objectives Relating to:														
LEA	Assessment	Staff Development	Dissemination	Certification Forms	MSRTS	Fiscal Reports	Evaluation	Recruitment	PAC	Reading	Math	Social Adjustment	Health	Parent Involvement	Occupations
Alamance County	4	4	4		4	4	4	4	4	4			3		
Bertie County	4	4	4	4	4	4	4	4	4	4	4	4	4		
Bladen County		2	2	4	4	4	4			4				2	
Camden County	4	4	2	4	4	4	4	4	2	4	4		4		
Chatham County	4	4	4	4	4	4	1	4	4	2	2			4	
Columbus County	4	4	4	4	4	4	1	4	4	4	4	4	4	4	
Cumberland County	2	1	2	2	2	2	1	2	1	1	1		2	2	
Duplin County	4	4	4	3	4	4	4	4	4	4	4		2	4	
Edenton-Chowan County	4	4	4	3	4	4	4	4	4	4	4	4	4		
Edgecombe County	4	4	4	4	4	4	1	4	4	4	4	4		4	
Gates County	4	2	4	4	4	4	4	4	2		4	2	2	2	
Greene County	4	3	4	3	4	4	4	4	4	4	4	4	4	2	
Guilford County	4	4	4	4	4	4	4	4	4	4		4	4		
Halifax County	4	4	4	4	4	4	4	4	4	4	4	4	2		
Harnett County		4	4	4	4		4	4	4	4	4		4		
Haywood County	4		4	4	4	4	1	4	4	4	4		4	4	
Henderson County	4	4	3	4	4	4	4	4	2	4	3	4	4	4	
Hertford County	4	4	4	4	4	4	1	4	4	4	4	4		4	
Hoke County	4	4	4	4	4	4	4	4	4	4			4		
Johnston County	4	4	4	4	4	4	4		4	4	4		4		
Lenoir County	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
Lincoln County	4	2	2	4	4	4	4	4	4	4	2	4		2	
Martin County	4	4	4	4	4	4		4	4	4	4	3	4	4	
Maxton City	4	4	4	4	4	4	4	4	4	4		4	4	4	

TABLE X (Continued)

DEGREE OF ATTAINMENT OF LOCAL PROJECT OBJECTIVES*

Regular Term - 1978-79

OBJECTIVES

1 = Not Met
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3 = Partially Met
4 = Fully Met

LEA Project Objectives Relating to:

LEA	Assessment	Staff Development	Dissemination	Certification Forms	MSRTS	Fiscal Reports	Evaluation	Recruitment	PAC	Reading	Math	Social Adjustment	Health	Parent Involvement	Occupations
Montgomery County	4	4	2	4	4	4	4	4	4		3		2	1	
Moore County	4	4	4	4	4	4	4	4	4	4	4			4	2
Nash County	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
Northampton County	4	4	4	4	4	4	4	4	4	4	4	4	4		
Pasquotank County	4	4	4	4	4	4	4	4	2	3	3	4	4	4	
Perquimans County	4	3	1	4	4	4	1	4	4		3	4		4	
Pitt County		4	4	4	4	4	4	4	4	4	3	4		4	
Red Springs City	4	4	4	4	4		4	4	4	3	3	4	4		
Richmond County	4	4	4	4		4	1		4	4		4	2		
Robeson County	4	4	4	4	4	4	4		4	4	4	4	2		
Rockingham County	4	4	4	3	3		4	4	4			4	4	4	
Sampson County	4	4	4	4	4	4	1	4	4	4			4		
Scotland County	4	2	4	4	4	4	1	2	4	4	3				
St. Pauls City	4	4	4	3	4	4	1		4	4			2	2	
Tyrrell County	4	2	1	4	4	4	1	4	4		3	4	2	4	
Wake County	4	4	4	4	4	4	4	4	2	4			4	4	
Washington County	4	4	4	4	4	4	4	4	4	4	4	4		4	
Wayne County	4	1	4	4	4	4	4	4	4	4	4		4	4	
Wilson County	4	4	2	4	3	4	4	4	4	4		4	2	4	
Yadkin County	4	4	4	3	4	4	4	4	4	3	3	4			

*This table provides no specific information about the objectives in any project. Its purpose is to give an indication of how well the LEA's met the commitments they made to provide service to migrant children in the most common areas of project operation. It should not be used to make comparisons between one project and another.

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TABLE XI

DEGREE OF ATTAINMENT OF LOCAL PROJECT OBJECTIVES*

Summer Term - 1979

OBJECTIVES

1 = Not Met
2 = Not Documented
3 = Partially Met
4 = Fully Met

LEA Project Objectives Relating to:

	Assessment	Staff Development	Dissemination	Certification Forms	MSRTS	Fiscal Reports	Evaluation	Recruitment	PAC	Reading	Mathematics	Social Adjustment	Health	Parent Involvement	Occupations
Bertie County	4	4	4	4			4		2	4	4		4		
Camden County	4		4	4	4	4	4			4	4		4	4	
Chowan County			4	4	4	4	1	4		4	4	4	4	4	
Columbus County	4	4	4	4	4	4	4	4	4	4	4	4	4		4
Cumberland County	4		2	4	1	4	4	4	1	3	3		2	1	
Gates County	4	4	4	4	4	4	4	4	2	4	4	4	4	4	
Halifax County	4	4	4	4	4	4	4	4	4	4	4	4	2	4	4
Harnett County	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
Haywood County	4	4	4	4	4	4	3	4	4	4	4		4	4	4
Henderson County	4	4	4	4	4	4	4		4	4	4	4	4	4	
Hertford County	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Johnston County	4	4	4	4	4	4	4	4		4	4		4	4	4
Lenoir County	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
Martin County	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
Maxton City	4	2	4	4	4	4	4	4	4	4	4	4	4	4	4
Nash County	4		4	4	4		4				4	4	4		
Northampton County	4	4	4	4	4	4	1			4	4	4	4		4
Orange County	4	4	4	1	2	4	4	4	4	2	2				
Pasquotank County	4	4	4	4	4	4	4	4	4	4	4	4		4	4
Perquimans County	4	4	4	4		4	4	4	4	4	4	4	4	4	
Red Springs City	4	4	4	4	4	4	4	4	2	4	4	4	2		
Richmond County	4	3	4	4	4	4	1	4	4	3	4		4	4	4

TABLE XI (Continued)

DEGREE OF ATTAINMENT OF LOCAL PROJECT OBJECTIVES*

Summer Term - 1979

OBJECTIVES

1 = Not Met
2 = Not Documented
3 = Partially Met
4 = Fully Met

LEA Project Objectives Relating to:

	Assessment	Staff Development	Dissemination	Certification Froms	MSRTS	Fiscal Reports	Evaluation	Recruitment	PAC	Reading	Mathematics	Social Adjustment	Health	Parent Involvement	Occupations
Robeson County	4	4	4	4	4	4	4	4	4	4	4				
Sampson County	4	4	4	4	4	4	4	4	4	4			4		
Scotland County		4	4	4	4	4	1	4	4	4	3		4	4	
Surry County	4	1	4	1	1	2	4	4	1	1	1	1	4		
Washington County	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Wilson County	4	4	4	4	4	4	4	4	4	4	4		4	4	
Yadkin County	4	4	4	4	4	4		4		4	4	4		4	

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TABLE XII

NORTH CAROLINA ANNUAL TESTING PROGRAM: 1978-79*

Grade Equivalents and National Percentiles

Grade	Subject	National Norms		State Average		Migrant Program			Deviation from Norm	
		G. E.	%ile	G. E.	%ile	Number	G. E.	%ile	G.E.	%ile
1	Reading			1.8	60	613	1.5	37	-0.3	-23
	Mathematics			2.3	82	613	1.9	65	-0.4	-17
2	Reading			3.0	59	674	2.4	40	-0.6	-19
	Mathematics			3.4	78	674	3.2	66	-0.2	-22
3	Reading	3.7	50	3.7	49	748	2.8	27	-0.9	-23
	Spelling	3.7	50	4.0	58	748	3.4	41	-0.3	-09
	Language	3.7	50	3.9	56	748	3.2	34	-0.5	-16
	Mathematics	3.7	50	3.8	53	748	3.4	36	-0.3	-14
	Total Battery	3.7	50	3.8	53	748	3.2	30	-0.5	-20
6	Reading	6.7	50	6.6	48	744	4.9	25	-1.8	-25
	Spelling	6.7	50	8.5	57	744	6.0	43	-0.7	- 7
	Language	6.7	50	7.1	54	744	4.9	31	-1.8	-19
	Mathematics	6.7	50	6.8	52	744	5.9	34	-0.[illegible]	-16
	Total Battery	6.7	50	6.7	50	744	5.4	29	-1.3	-21
9	Reading	9.7	50	9.2	47	395	7.4	25	-2.3	-25
	Spelling	9.7	50	N.A.	55	395	N.A.	38	-	-12
	Language	9.7	50	9.7	50	395	7.1	28	-2.6	-22
	Mathematics	9.7	50	9.2	47	395	8.0	30	-1.8	-10
	Total Battery	9.7	50	9.3	47	395	7.8	27	-1.9	-23

*Tests administered:
- Grades 1 and 2
  - Prescriptive Reading Inventory
  - Diagnostic Mathematics Inventory
- Grades 3, 6 and 9
  - California Achievement Tests

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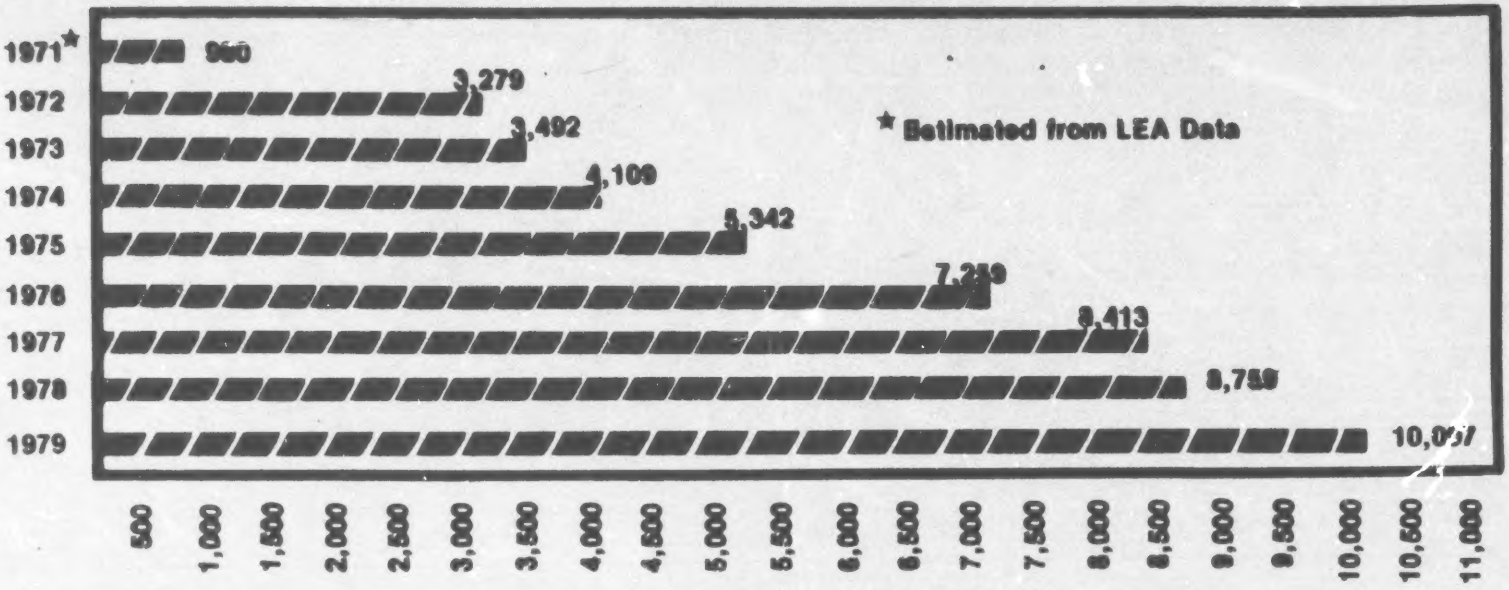
FIGURE II REGULAR SCHOOL TERM MIGRANT ENROLLMENTS 1971 - 1979



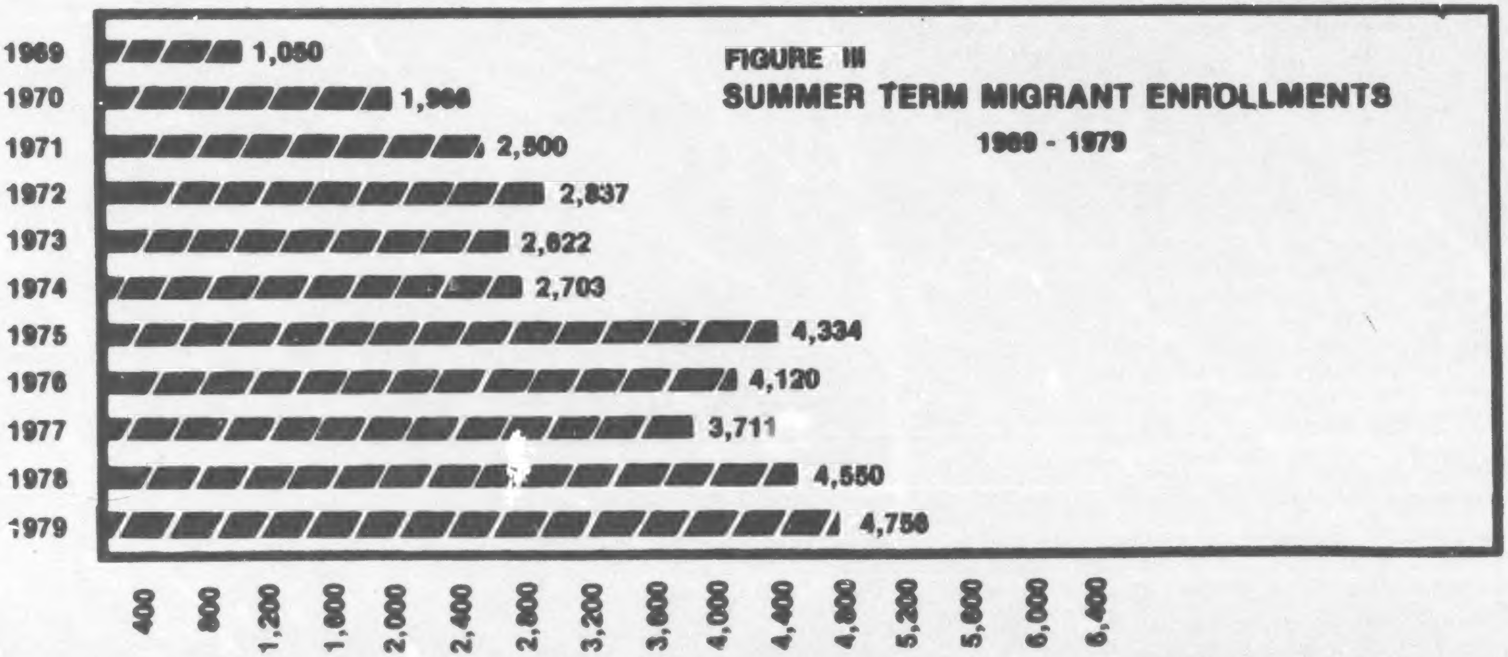


FIGURE III
SUMMER TERM MIGRANT ENROLLMENTS
1969 - 1979

FIGURE IV

Percentage of Migrants by Ethnic Groups

REGULAR SCHOOL TERM

1978-1979

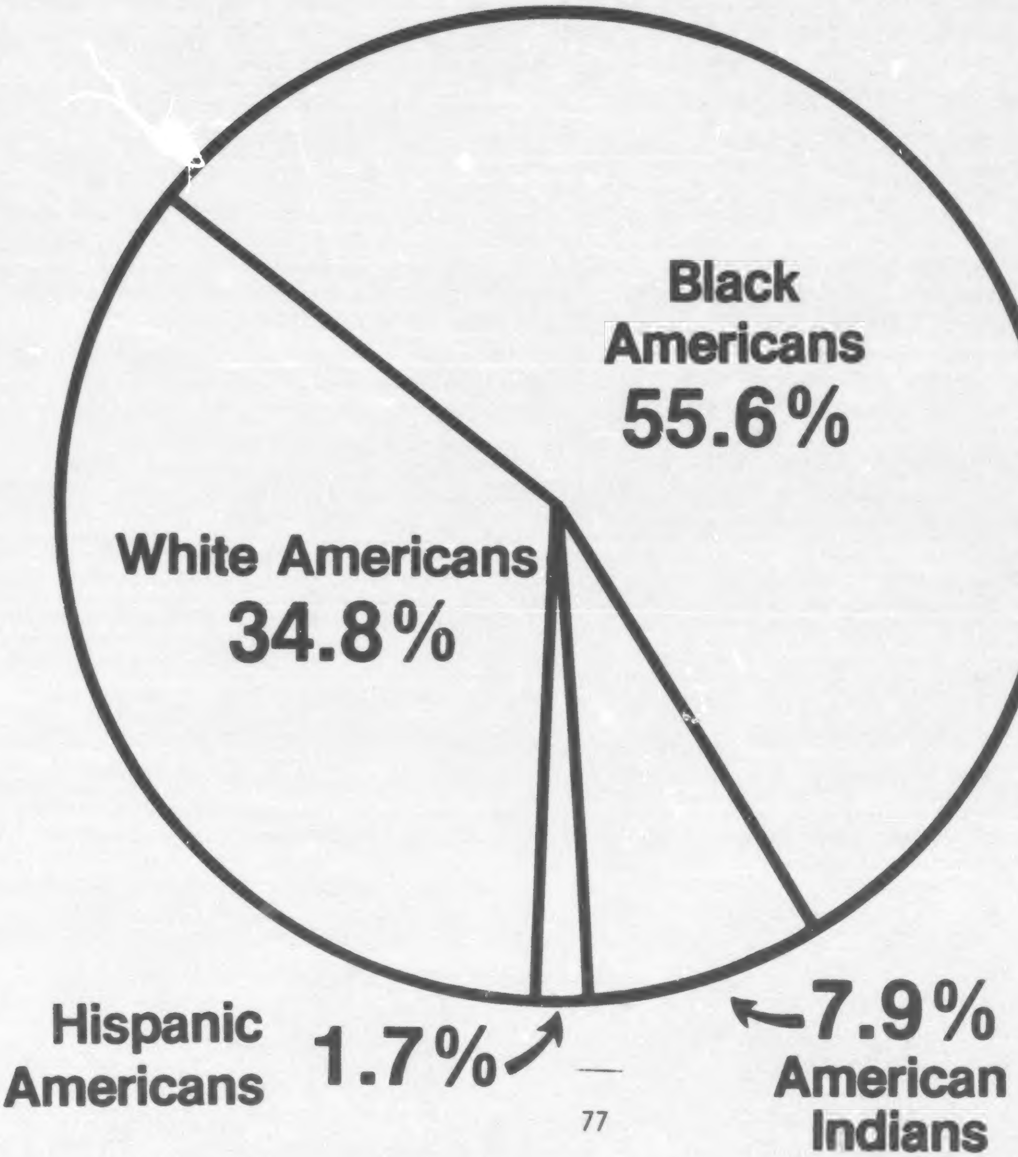


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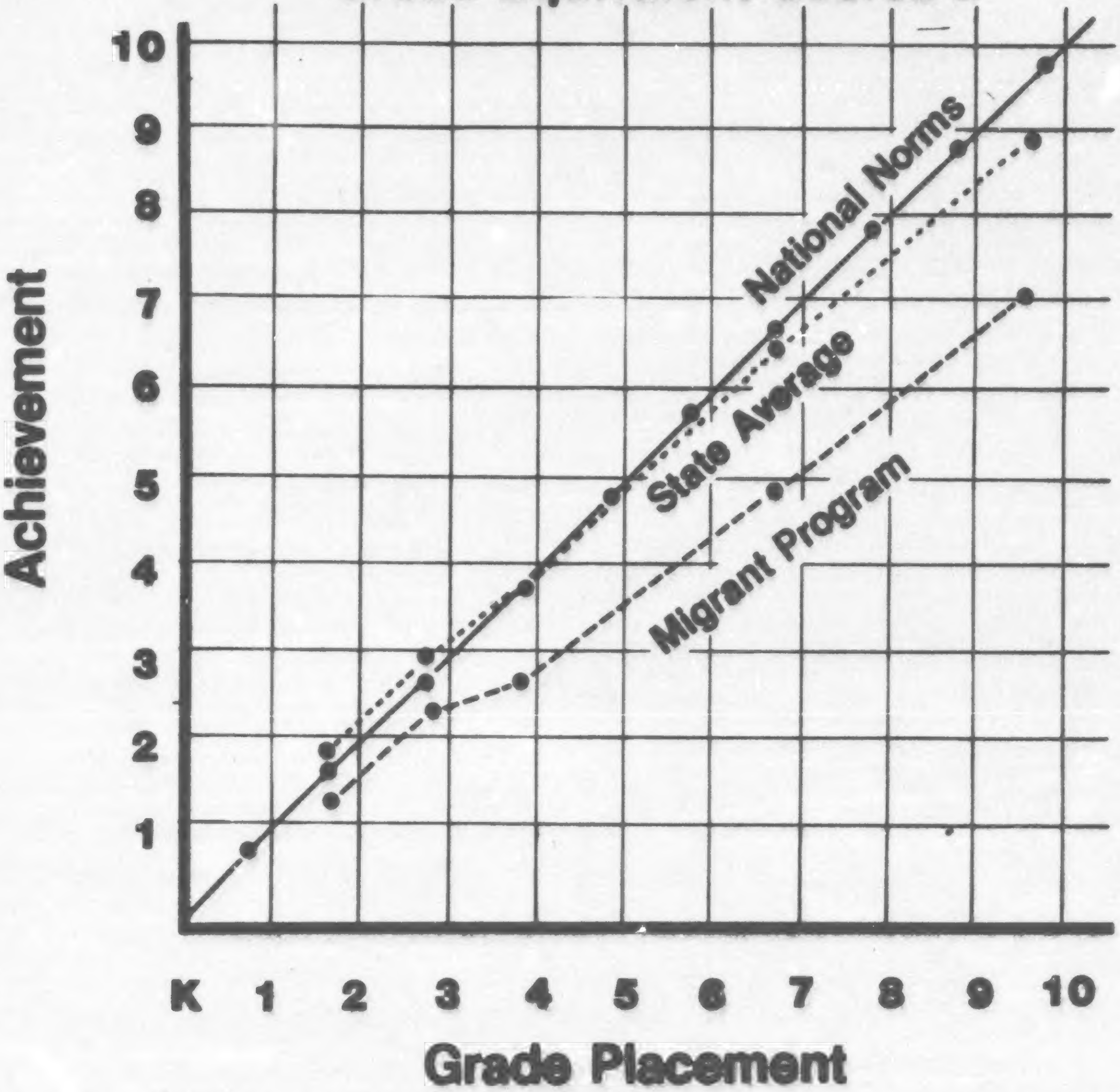
FIGURE V

North Carolina Annual Testing Program: 1978 - 1979

READING ACHIEVEMENT

Grade Equivalent Scores ★



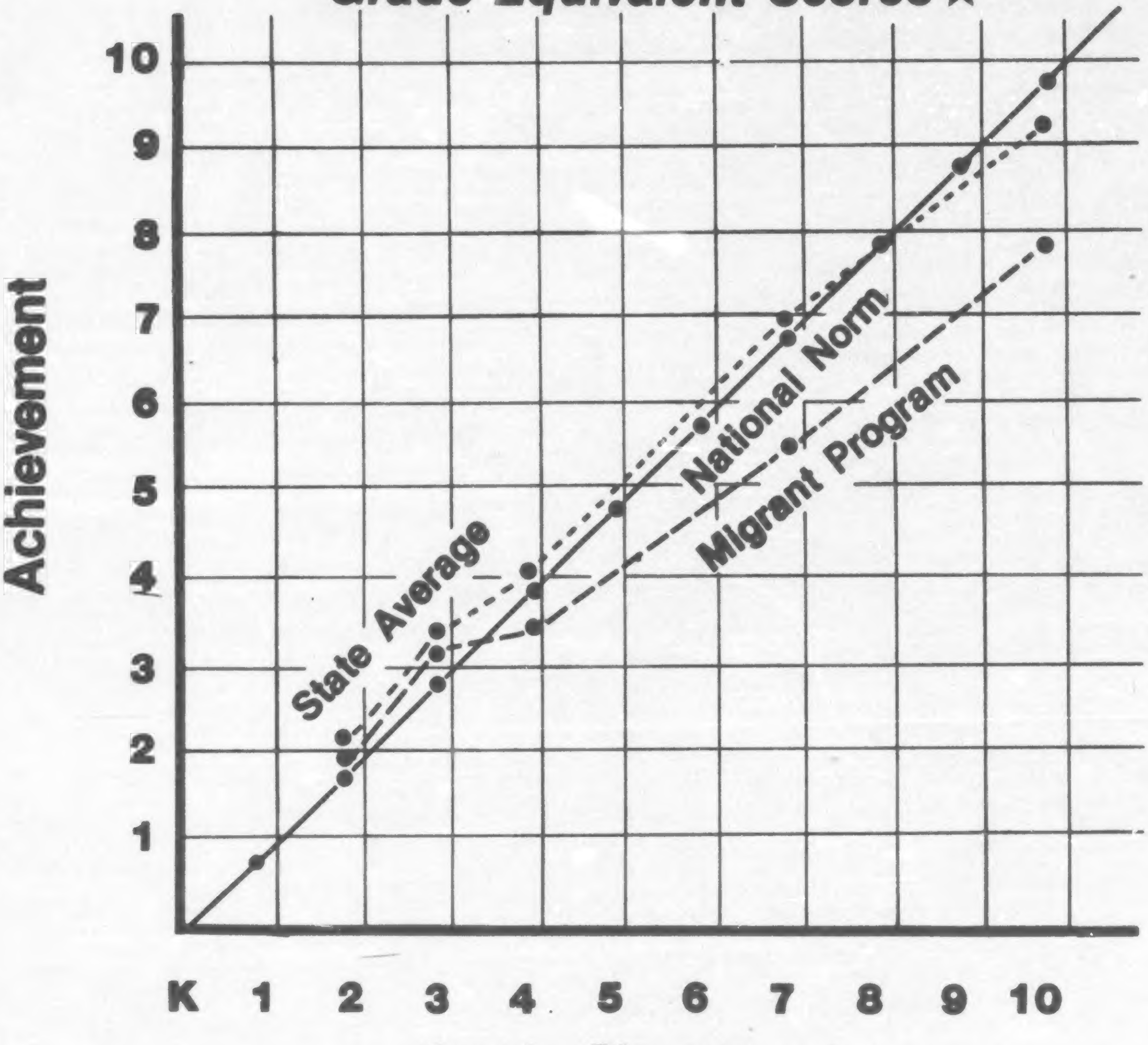
★ Tests administered during the 8th school month

FIGURE VI

North Carolina Annual Testing Program: 1978 - 1979

MATHEMATICS ACHIEVEMENT

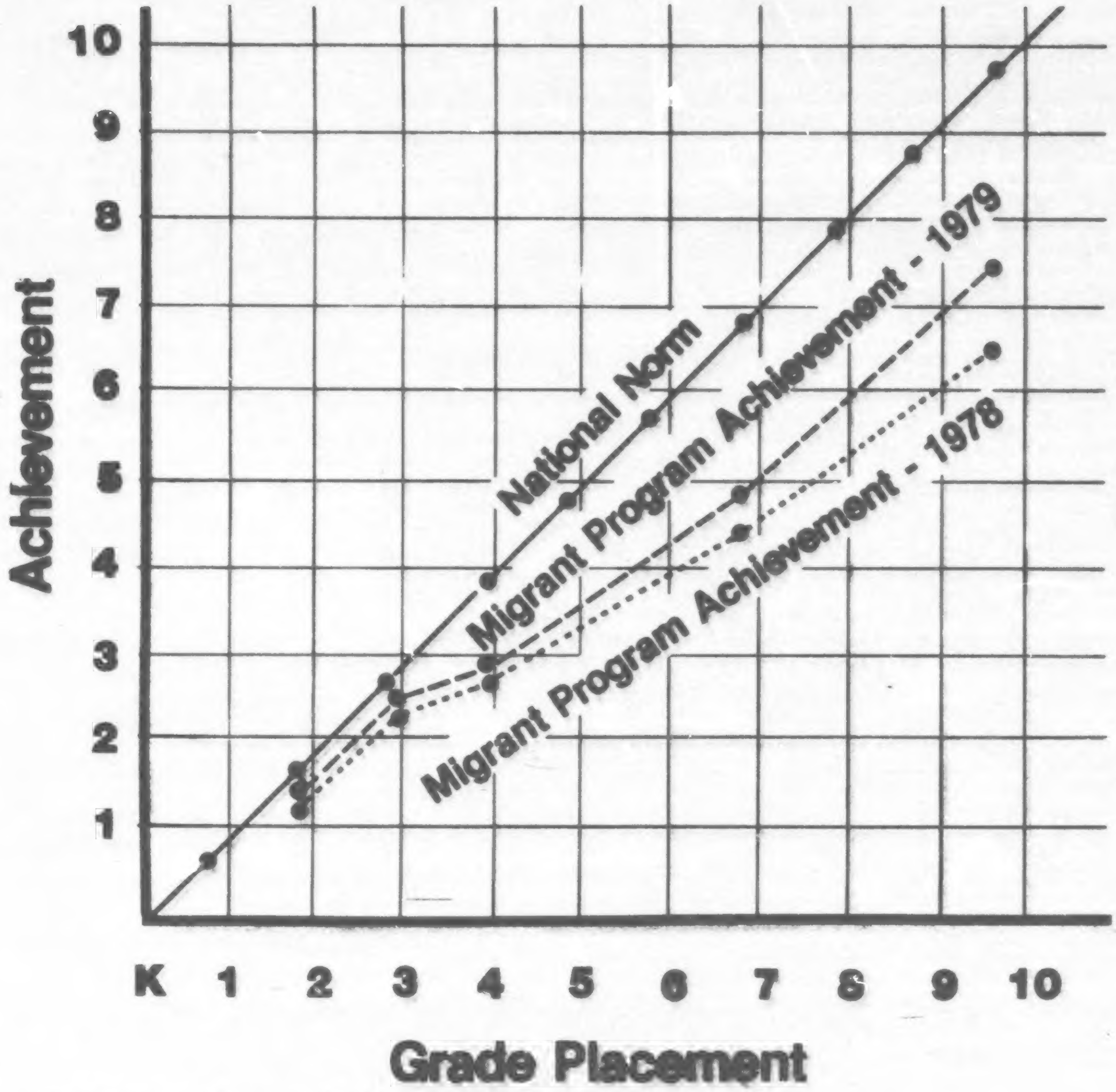
Grade Equivalent Scores★



★Tests administered during the 8th school month

FIGURE VII

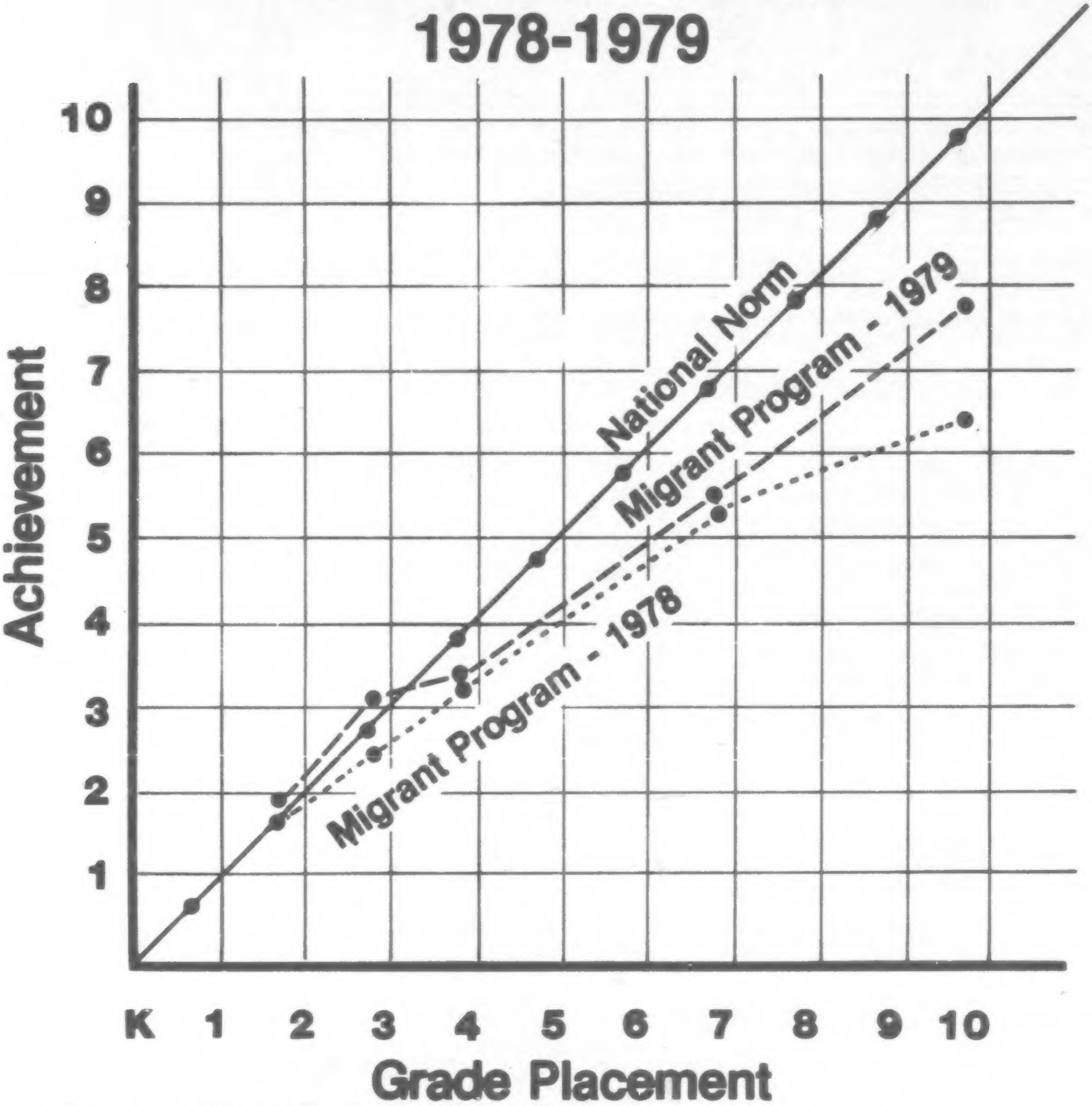
Comparison of North Carolina Migrant Program Reading Achievement Scores★ 1978 - 1979



★From State Annual Testing Program

FIGURE VIII

Comparison of North Carolina Migrant Program Mathematics Achievement Scores★ 1978-1979



★From State Annual Testing Program